



CONNECT

PRIMARY

4

Teacher's Guide
Term 1

2022-2023

غير مصرح بتداول الكتاب خارج
وزارة التربية والتعليم والتعليم الفني



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Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives, keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, *Connect*, with the accompanying digital learning materials that capture its vision of the transformation journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Center for Curriculum and Instructional Materials Development (CCIMD) and specifically, the CCIMD Director and her amazing team. MOETE is also very grateful to the minister's senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

It is my great pleasure to celebrate this extraordinary moment in the history of Egypt where we launch a new education system designed to prepare a new Egyptian citizen proud of his Egyptian, Arab and African roots - a new citizen who is innovative, a critical thinker, able to understand and accept differences, competent in knowledge and life skills, able to learn for life and able to compete globally.

Egypt chose to invest in its new generations through building a transformative and modern education system consistent with international quality benchmarks. The new education system is designed to help our children and grandchildren enjoy a better future and to propel Egypt to the ranks of advanced countries in the near future. The transformation of the Egyptian citizen is Egypt's national project for the years to come and it is the only safeguard for a prosperous future.

The fulfillment of the Egyptian dream of transformation is indeed a joint responsibility among all of us; governmental institutions, parents, civil society, private sector and media institutions. Here, I would like to acknowledge the critical role of our beloved teachers who are the role models for our children and who are the cornerstone of the intended transformation.

I ask everyone of us to join hands towards this noble goal of transforming Egypt through education in order to restore Egyptian excellence, leadership and great civilization.

My warmest regards to our children who will begin this journey and my deepest respect and gratitude to our great teachers.

Dr. Tarek Galal Shawki

Minister of Education and Technical Education

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SCOPE AND SEQUENCE

Theme 1 I discover myself

	Unit 1 I feel good 	Unit 2 Desert animals 	Unit 3 Why are plants green? 
Vocabulary	food: <i>bananas, chicken, grapes, mangoes, milk, onions, potatoes, rice, sugarcane, watermelon</i> body systems: <i>breathe, diaphragm, esophagus, large intestine, lungs, mouth, nose, pump, small intestine, stomach</i> first aid: <i>band-aid, gloves, scrape</i>	Egyptian animals: <i>camel, crocodile, eagle, fennec fox, pelican, snake, spider, beak, feather, fur, wing</i> comparative adjectives: <i>bigger, faster, heavier, more beautiful, nicer, noisier, shorter, taller, thinner</i>	plants: <i>flower, germinate, leaf, pollen, root, seed, shoot, soil; acacia, bean plant, daisy, lotus flower, orange tree, reed, rose, sunflower, tamarisk</i> plant cell: <i>carbon dioxide, chloroplast, oxygen</i> superlative adjectives: <i>biggest, heaviest, most beautiful, nicest, tallest</i>
Language	I eat vegetables and I exercise. I want to play football, but I hurt my leg. Prefix re-: <i>repaint, remake, redo</i> <i>He repainted his house.</i>	<i>Crocodiles are more dangerous than fish.</i> <i>A fennec fox is smaller than a camel.</i> <i>A pelican's beak is longer than an eagle's beak.</i>	<i>The sunflower is the biggest flower.</i> <i>What is the most beautiful flower?</i> <i>A coconut is the heaviest seed.</i> Suffix -ful: <i>beautiful, careful, colorful, helpful, useful</i>
Reading	A dialog about food; a story about friends sharing their cultures	A dialog about animals; fact files about animals; a fiction story about animals	A dialog about growing a tomato plant; a text about how plants clean air; a fiction story about a farm
Writing	Instructions for making something; researching, planning and writing a presentation	A fact file about an animal; a poster about an unpopular animal	Explaining a process: the life cycle of a plant; a report about a plant
Speaking	A presentation about a place in Egypt	Discussion of animal facts; giving opinions; presentation of a poster	Giving opinions; presentation of a report
Listening	Interviews with children talking about their healthy routines	A dialog about animals; a fictional story about animals	A fiction story about a farm; the life cycle of a sunflower
Phonics	long and short vowels: <i>bag, cake, mom, nose, mix, rice</i>	sound discrimination /p/, /b/: <i>pear, bear, bee, pea, pin, beak, pelican, bird,</i>	/sl/, /sw/: <i>sleep, slice, slippers, swan, sweep, sweet, swim, switch</i>
Life skills	Self-management: eating healthily, living a healthy life	Respect of diversity: recognizing differences and similarities across species	Critical thinking: gathering and interpreting information; Self-management: managing resources Respect of diversity: appreciation of plant diversity
Values	Appreciation of science Respect Tolerance	Respect Tolerance	Appreciation of science: understanding the importance of plants
Issues and challenges	Preventative and therapeutic health Non-discrimination issues	Environmental responsibility: protecting our world	Environmental responsibility: protecting our world
Integrated cross-curriculum topics	Social studies: a healthy lifestyle Science: digestive system; respiratory system; a balanced diet Math: comparing large digits (ascending order)	Science: senses and adaptation; animals in different parts of Egypt Math: decimal fractions (2 decimal places)	Social studies: pollution; Egyptian habitats for plants Math: numbers up to a billion Science: reproduction in plants; plant cell formation

Theme 2 Myself and others

	Unit 4 Where do you live? 	Unit 5 Where do you work? 	Unit 6 What do you do? 
Vocabulary	buildings: <i>house, apartment, tent, cave, boat, school, hospital, office, shopping mall, supermarket, post office</i> prepositions of place: <i>above, behind, between, in, in front of, next to, on, under</i>	jobs: <i>builder, bus driver, electrician, garbage collector, mail carrier, mechanic, plumber, blocks, faucet, pipe, screwdriver, tape measure</i> electricity: <i>lightning, plug, socket, turn off, unplug</i>	industry: <i>energy, farming, fishing, mining, tourism, economy, salary</i> energy: <i>coal, oil, solar, wind; renewable, non-renewable</i> verbs: <i>build, drive, fish, fix, help, teach</i>
Language	<i>Where's the hospital? The hospital is next to the school. Turn right. Go straight ahead. It's on the corner.</i>	<i>This is the socket the electrician is fixing. These are the plumber's tools. That's the mail carrier's bicycle. Those are the builders' hard hats.</i>	<i>What do you do? I work in the fishing industry. I buy and sell fish. Fishermen fish. Prefix dis-: disappear, dislike, disagree She dislikes ice cream.</i>
Reading	A dialog about a home; a story about living on a boat	An interview with an electrician; a text about workers in our community; a paragraph about being a mail carrier	interviews about different jobs; texts about energy sources; a poem about jobs; a story about a fisherman
Writing	An informational text about a village or city; a poster about a person who helps us	A paragraph about the pros and cons of a job; a report about people who help you	A paragraph about a job; a poster about respect
Speaking	Describing home; discussion about the importance of helping others	Discussion about different jobs; giving opinions	Discussion about renewable and non-renewable resources
Listening	Directions around a town	A story about 3 cousins	A poem about jobs; a story about 2 sisters
Phonics	sound discrimination /f/, /v/: <i>fan, van</i>	word stress in 2-syllable words	sound discrimination: /i/, /e/: <i>tin, ten</i> ; /æ/, /ʌ/: <i>ran, run</i>
Life skills	Critical thinking: understanding the importance of helping others	Decision making: jobs I want to do and why	Accountability: job responsibilities Collaboration: group work
Values	Independence Participation	Respect	Respect
Issues and challenges	Loyalty and belonging	Community participation	Environmental responsibility
Integrated cross-curriculum topics	Social studies: places in town; giving directions	Social studies: different roles in society; how science can improve people's lives Math: dividing numbers Science: electricity	Social studies: renewable and non-renewable resources; sources of energy Math: prime numbers

Introduction

The Egyptian Ministry of Education, Longman International Publishing, and York Press have developed *Connect 4* as part of a six-level school course. The *Connect* series (grades 4-6) build on the previous grades' philosophy and practices, and provide a wider scope of the outer world as well as a more vivid use of language in communicative, meaningful situations. Learning a second language requires communication to help students become active, life-long and responsible global citizens. *Connect 4* aims to prepare young learners for a dynamic future by focusing on language skills' integration, use of language in real-life situations, and using a pragmatic approach to modern issues and challenges. Students are consistently supported as they discuss, explore and practice the English language throughout the book, while employing a communicative approach, contextualized language and colorful age-appropriate topics that stimulate learners' curiosity.

Key features in every unit of *Connect 4*

CLIL (Content and Language Integrated Learning)

CLIL is about bringing the real world into the English language classroom. Students are exposed to language in real life contexts to learn the language and use it effectively, and consequently, acquire a deeper level of assimilation and understanding. Students explore how the systems of the body work, read about desert animals, research and write about plants, and discuss the importance of workers in the community, among various other topics.

Unit themes are closely related to CLIL objectives. The curriculum integrates some relevant content areas such as math, science, and social studies in an engaging and interesting way, by exposing learners to topics that are genuinely interesting and raising the learner's motivation to help them develop into life-long learners.

Life Skills

Connect 4 builds on and supports the development of essential life skills within four dimensions of learning developed by the UNICEF for the MENA region, and adopted by the English language curriculum framework: *Learning to know*, *Learning to do*, *Learning to live together* and *Learning to be*. The content of *Connect 4* adheres to the four pillars and enables learners to develop the following key self-efficacy skills:

- ***Learning to know*:** creativity, critical thinking, and problem solving. We live in an age saturated with information and the modern learner is faced with the challenge of understanding how to process this information, when to question it, how to interpret it and what to do with that knowledge. *Connect 4* provides students with various, guided opportunities to research, collect and combine information to build their own knowledge.
- ***Learning to do*:** productivity, negotiation, decision-making, and collaboration. Our modern world is a globalized, highly interconnected and complicated place. Students need to know how to work effectively and respectfully with others. In *Connect 4*, students are provided with opportunities to work collaboratively to perform certain tasks, with a special focus directed to developing students' abilities to plan, carry out, produce and assess their work.
- ***Learning to live together*:** participation, empathy, and respect for diversity. Our world is an exciting, diverse place in which every member of society should be treated with respect. *Connect 4* recognizes and values diversity in communities and acknowledges the dimensions of diversity (gender, color, ability, etc.) and how to work within diverse community contexts.
- ***Learning to be*:** self-management, communication, resilience, and accountability. In order to train learners to become productive, responsible global citizens, we need them to understand their own strengths and weaknesses. The *Connect 4* curriculum encourages students to work effectively and respectfully with others, and to learn from their mistakes.

Issues and Challenges

Part of being a responsible citizen is to explore some of the major issues and challenges experienced in one's country. These challenges are explored in the curriculum through themes such as digital citizenship, loyalty and belonging, and environmental responsibility, with the aim of encouraging students to better understand how to effectively participate in finding solutions, especially for problems in their own environment.

PBL (Project-Based Learning)

In every unit and throughout the semester, students are encouraged to work collaboratively on a project. All projects have a specific outcome, for example to prepare a presentation, to write a letter, to make a poster, etc. Not only are the projects a chance to work collaboratively with classmates, but also to use the language and vocabulary from the unit in a meaningful context. On a bigger scale, projects are essential to provide an ongoing, formative assessment of students' language development.

Language Skills

Every unit gives students the opportunity to practice the four core skills of language learning: listening, speaking, reading and writing. New language is always contextualized in an age-appropriate curriculum that encourages students to see, hear and read the language before being asked to produce it, whether in spoken or in written form. This integrated approach mirrors real-life learning, and helps students develop learning skills which they can make use of throughout their lives.

Students are encouraged to read texts of various types and lengths to expand their vocabulary, and to improve their comprehension skills while they extract or infer from the written texts. As for productive skills, students begin to construct meaningful texts for authentic purposes with continuous enhancement of writing subskills regularly. Students are encouraged to write paragraphs, reports, fact files, etc., while keeping an eye on the accuracy of their written products. It is very essential at this stage of learning to let students express their ideas, and then guide them to review their writings for correct grammar, spelling and punctuation.

Each unit in *Connect 4* comprises six core lessons as well as a colorful unit opener.

Unit opener: Contains an engaging colorful image designed to activate prior knowledge, stimulate discussion and elicit need for new vocabulary.

Lesson 1: Receptive skills and vocabulary. Lesson 1 often includes a reading or listening text designed to present the new vocabulary in a meaningful context.

Lesson 2: Language input. New language is contextualized through texts, stories or listening activities linked to the unit topics.

Lesson 3: Often includes a CLIL text designed to bring the real-world into the classroom and provide learners with a genuine need to communicate.

Lesson 4: The focus of this lesson is to highlight pronunciation patterns in English. These might include certain sounds, word stress or word-building. There is also a math page which usually links to the topic of the unit.

Lesson 5: Students are provided with a model which they analyze and are then asked to re-create. As writing requires practice and repetition, students are regularly encouraged to make notes, write drafts and share their written work in order to improve their writing skills.

Lesson 6: Production. A chance to consolidate learning and work collaboratively with classmates. Students are provided with opportunities to present a product which shows how students understand the unit's input. The product is usually accompanied by a presentation time. This gives students a chance to practice some skills like speaking clearly, managing body language, and receiving and responding to other students' feedback.

Self-assessment: Learners reflect on the unit they have just completed and think about the things they found easy or challenging. This is also a good chance for the teacher to check learning and provide remedial support as needed.

Introduction

Inclusion of students with mild disabilities

Seven categories of students with mild disabilities are integrated in the English language classroom. The following considerations are to be kept in mind when dealing with these students to help them perform well, and to provide high quality education for all:

Students' Category	Common Characteristics	Common Educational Strategies
Visual Impairment (low vision/complete blindness)	<ul style="list-style-type: none"> - Normal learning abilities - Strong sensory memory - Distinguished motivation, and less imagination ability - Difficulty in comprehending some concepts (such as spaces, colors, etc.) - Weakness in using facial / body expressions and gestures 	<ul style="list-style-type: none"> - Converting written texts to audio clips - Writing assignments and texts in Braille - Accepting verbal answers instead of written ones in most requirements - Displaying texts and assignments using large font for low vision students
Auditory Impairment	<ul style="list-style-type: none"> - Low vocabulary acquisition - Difficulty with expressive language and inability to understand of about 50% of class discussions - Challenges with verbal learning and understanding mixed speech topics - Difficulty linking audible words with their written symbols - Difficulty learning language expressing abstract concepts - Learnability and abstract thinking are not affected if presentation is made through visual language 	<ul style="list-style-type: none"> - Presenting information directly and sequentially, moving from tangible to abstract concepts - Defining tasks before starting and fully clarifying them. - Adaptation of concepts (summarizing the verbal content / supporting it with pictures or illustrations / some visual clues for the visual content such as arrows and circles, and coloring some words with the participation of the resource room teacher)
Intellectual Disability	<ul style="list-style-type: none"> - Distraction and poor concentration - Difficulty retaining and retrieving information, especially related to short-term memory - Lack of motivation to do the tasks required - Difficulty in transferring experience or transferring effects of learning from one situation to another - Obvious weakness in language usage, speech, and pronunciation of letters and words 	<ul style="list-style-type: none"> - Gradual introduction to content (starting with the easiest part) - Providing clear and specific instructions - Providing enough time to perform the tasks required - Focusing on sensory activities - Providing incentives to encourage students to participate
Motor Disability and Cerebral Palsy	<ul style="list-style-type: none"> - Inability to do the task required at once - Language difficulties and lack of speech clarity to a degree that others cannot understand (due to poor control of the muscles of the tongue, lips, throat and facial expressions) - Anxiety, shyness, isolation, lack of self-confidence and lack of social interaction 	<ul style="list-style-type: none"> - Helping students perform tasks according to their health conditions - Reducing the amount of homework and classwork - Providing students with enough time to perform the required tasks

Autism	<ul style="list-style-type: none"> - Deficiency in attention, memory and motivation - Difficulty of shifting from one topic or task to another - Need for clues (prompts) to help them remember and retrieve information - Better retention of visual information - Poor listening and speaking skills - Overreacting to noise (discomfort with bright lights) - Difficulty in distinguishing the relationship between figures and ground or background in pictures - Aversion if touched by others 	<ul style="list-style-type: none"> - Providing enough pre-explanation of the activity - Taking into consideration that autistic students cannot be required to look and listen at the same time (due to the inability to process the information processed by vision and hearing at the same time) - Focusing on sensory activities rather than on words and phrases (employing pictures and activity charts in daily activities) - Talking to students in short sentences focusing on pronouncing key words audibly at the end of each sentence and explaining the activity before starting with specific tasks
Attention Deficit Hyperactivity Disorder (ADHD)	<ul style="list-style-type: none"> - Lack of attention, concentration, remembering and organization skills, and difficulty having completing assigned tasks - Excessive physical movement and tendency to climb and swing - Difficulty making friends with peers, as well as difficulty playing games or engaging with others in activities that are done quietly - Difficulty with adaptive behavior and developing life skills 	<ul style="list-style-type: none"> - Checking that instructions and directions are received correctly - Using activities and instructional aids that attract the students' attention - Dividing tasks and duties into less complex units and providing incentives for successfully completed tasks - Helping students sit in specific places while learning, to limit distraction and movement within the classroom - Allowing frequent breaks or time to move around - Assigning tasks that will be easily grasped by such students
Learning Disability	<ul style="list-style-type: none"> - Difficulty paying attention, concentrating, remembering and forming concepts, difficulty in verbal and visual perception, and deficiency in short-term memory - Difficulty in understanding audible materials, and in following verbal instructions - Difficulty in associating vocabulary with behavior and in distinguishing between similar words - Difficulty in choosing and remembering words that express their thoughts - Continuous movement - Rapid emotional changes or extreme calmness - Unwillingness to participate in class activities 	<ul style="list-style-type: none"> - Breaking up long sentences and using the most common words - Varying the tone of voice and providing adequate warming-up before new tasks - Taking into consideration the spaces between words and spelling errors

Introduction

Inclusive Support to students with disabilities: language skills development

Writing Skills	<ol style="list-style-type: none"> 1. Use both oral and written explanations of key concepts, rules and skills. For example, write the rules on the board or on cards to regularly check comprehension. 2. Underline or highlight key phrases that are important for answering questions. 3. Summarize written texts into short paragraphs supported by expressive pictures; and answer the questions on each paragraph separately. 4. For visually impaired students, answers to written activities are provided with the help of the teacher or colleagues, or in Braille. 5. For sentence formation activities, students are to form simple and short sentences with the help of the teacher or colleagues, and the number of sentences is determined according to the students' abilities.
Reading Skills	<ol style="list-style-type: none"> 1. When displaying new vocabulary, each should be accompanied by pictures, photos or illustrations. 2. Underline or highlight key vocabulary and phrases in long reading texts. 3. Provide short summaries of enclosed reading texts. 4. Present reading texts orally for blind students and use a magnifying glass for low vision students.
Memory Support	<ol style="list-style-type: none"> 1. Revise previously studied concepts, vocabulary, structures, etc., before starting CLIL activities. 2. Provide inclusive support to students with disabilities by regularly checking their understanding.
Attention and Understanding Support	<ol style="list-style-type: none"> 1. It may be difficult for some differently abled students (intellectually impaired – auditory impaired) to grasp all the words, concepts, structures, etc., of the lesson, so it is preferable to start by reviewing previously taught material that is related to the environment around them. 2. For language presented in visual illustrations, it is necessary to use touchable models, especially for blind and low vision students. 3. Sometimes, it might be necessary to state the purpose of the questions clearly and directly. 4. Whenever possible, use the resources room for introducing and practicing key concepts, structures, etc., before teaching them in the classroom. 5. When explaining new concepts, ideas, rules, etc., focus on the key points and place some cues around them (frame / circle). for example: Tall <u>er</u> Tall – Tall <u>er</u> than

Working in Groups	<ol style="list-style-type: none"> 1. For group work activities, place differently abled students in pairs or in small groups supervised by the teacher. 2. Adopt one of the inclusion strategies for each group and ensure that the students are assigned appropriate tasks to perform. 3. When making presentations, make sure that differently abled students work in pairs or in small groups. Also, make sure that: <ul style="list-style-type: none"> - the presentation is around 5-7 minutes, and you accept possible signs, gestures and any kind of verbal expression and correct answers (for categories of intellectual disability / auditory impairment / autism spectrum disorder). - the presentation relies on visual aids, and the language used should be in the form of simple, short written texts, with the commentary consisting of one sentence or more accompanied with a picture. - the use of verbal language should be limited to the minimum possible practice (one word, one simple sentence or more) according to the degree of impairment.
Listening	<ol style="list-style-type: none"> 1. Divide the main audio clip into shorter clips and comment on each short clip to help students focus on the audio parts (in the classroom, if possible, or in the resource room with the help of the resource room teacher). 2. When answering questions based on a listening text, play short parts of the text, ask the question more than once, seek answers and then play the next part and so on. 3. Summarize the content of listening passages into short sentences, and then repeat them more than once. 4. Repeat the whole word more than once when doing missing letters completion activities. 5. For auditory impaired students, present the listening texts in written form to help them read while colleagues are listening. 6. Stand close to and facing auditory impaired students so that they can distinguish the letters and note the breath length and shortness in phonics. Teachers should also alert them with a sign upon completion of each word, and coordinate with the resource room teacher to use the auditory training devices inside the room. 7. When repeating target words in the phonics class, make sure that differently abled students are participating.

Introduction

Techniques supporting inclusive teaching of students with disabilities

Unit (1)

1. Prepare and use fruit flashcards and write the name of the fruits and the other food items presented in the unit. This is for the categories of intellectual disability and auditory impairment.
2. For the “Look and write” activity, let students write what they know first, then the teacher helps them with what they do not know to complete the activity.
3. When providing information for the digestive system and the respiratory system, better use concrete models to explain the parts of the body systems for all categories of inclusion.
4. When writing the organs of the systems, cerebral palsy and motor disability categories are supported by a sticker with the name of the organ written on it that is attached in an appropriate place close to them.
5. Use miming and body language to explain the movements and mechanism of the respiratory system.
6. Sticky cards for scientific concepts can be used and placed close to the students.
7. Video clips can be used to explain parts of the body systems and their functions.
8. Use cards that are accompanied with pictures to help differently-abled students form or reorder simple sentences before proceeding with free writing activities.

Unit (2)

1. Provide differently-abled students with real models (realia) to help them feel or touch the animal or bird and their parts of the body (feathers - fur - skin) when possible, especially for the blind category, while describing the pictures to them. It is preferable that the animals and birds are from the surrounding environment for the differently-abled learners in general.
2. In the *animal ladders* activity, provide differently-abled students with words to choose from to help them perform the activity.
3. Present pictures that will clearly show the meaning of verbal texts. For example, the sentence: “The crocodile and the snake eat small insects” should be presented using a picture.
4. Show videos of animals or birds to all differently-abled students, while the teacher should describe such videos for the blind category.
5. For the motor performance of a swan’s beak and its movement, the blind category will be encouraged to perform the movement of the swan’s beak by hand.
6. Translate emotions into pictures that express them, such as (fun / OK / boring / interesting / I don’t understand), and adjectives like (friendly / cute / beautiful).
7. Use concrete models of fish, such as a puzzle, that students can cut and combine to understand the concepts of a quarter, a half, three quarters, and a complete unit.

Unit (3)

1. Support the study of plant growth stages with real models (realia) for the blind category.
2. Use real models (realia) to present types of plants or trees, whenever possible, so that the blind can touch and smell them.

3. In the section of comparing types of flowers according to color, it will be only for acknowledgement (just to know it) for the blind category; they will not understand the colors distinction.
4. Remind students of the words (hundred, thousand, and million) and review them well before giving the new numerical value (billion).
5. Prepare models for the section "large numbers up to billion", using sticky cards on the felt board, display each part separately, and do not move to the next part until you make sure that students understood each part.
6. Replace the tomato growth stages with another plant with an easy to follow germination process, such as beans plant.
7. Show a model of the papyrus plant to the differently abled students whenever possible.

Unit (4)

1. Role-play and use expressive pictures or act out real situations during teaching to explain the prepositions of place (on, in, behind, under, etc.) for all inclusion categories to facilitate the understanding of such prepositions.
2. In the section on forming sentences using (on, in, behind, under, etc.), differently abled students can combine two given parts to form sentences.
3. Provide a maquette of a group of buildings found in the unit, such as house, tent, cave, apartment and all rooms with their names, school, supermarket, mall, post office, hospital, office and floating house, for the blind category to identify them and then ask students to form some models of the buildings using clay or blocks.
4. Use (3D) arrows to clarify directions and repeat them in more than one way giving several examples e.g. representative performance of directions among students, formation of sentences on illustrated situations, making a diagram of the directions made by students, etc.
5. Divide the guiding model in the third activity in lesson 4 *Writing* into sentences that will be used as models to imitate, and students are to complete sentences as a first step before they write complete sentences.

Unit (5)

1. Explain why some structures seem unusual e.g. why *Were* in the question form changes to *Was* in the answer.
2. Use helping aids to present the duties of each profession to help different abled students, especially the blind category, learn about different professions.

Unit (6)

1. Use solid items in counting activities with the blind category.
2. Encourage students in the blind category, when making a poster showing respect for others, to describe a life situation in which respect for others is highlighted, similar to the situations presented in the student's book.

Reviews

1. Focus on pronouncing difficult words clearly in a way that reveals the letters that make up the words.
2. Re-pronounce the words to students as they write them down and assign peers to help them.
3. For auditory and intellectually impaired students, present two choices and ask students to choose the appropriate word for the same sound in the *Say the sound* activity.

Let's remember!

LESSON 1

pages vi-vii

Objectives:	To welcome students to their new English class To introduce students to their course books To revise vocabulary and structures from Primary 3
Vocabulary:	<i>jewelry, ring, bracelet, bazaar, Chinese, mystery word, bread, rice, egg, chicken, fish, sugar, potatoes, breakfast, cereals, fruit, vegetables, milk, dairy products, meat, fats, healthy diet, unhealthy diet</i>
Language:	<i>How long is the Cairo Tower? What would you like? Where are you from? What did you do yesterday? How long is the Sphinx? When's your birthday? Contractions (it's, I'm, I'd, when's) Hypernyms (categories, for example: fruit) Hyponyms (items from the categories, for example: banana)</i>
Materials:	Student's Book pages vi-vii

Opener

- Welcome students with a smile. Make sure they know where to sit.
- Greet the class. Then say *Hello (name) How are you?* to several students to encourage the response, *Hello, Miss/Mr (name). I'm fine thanks.*
- Have students say to each other *Hello. How are you?*
- Point to something blue and get your students to point to something blue in the classroom. Ask students, *Is it blue?* and elicit the response, *Yes, it is blue.* The activity should be fast paced and fun.
- Repeat with the following *Point to something black / silver / long / tall / red / new.* Have students ask and answer in pairs. *Is it blue? Yes, it is./No, it isn't.* Watch the students to see if they understand the difference between long and tall.

STUDENT'S BOOK

page vi

Presentation

1 What can you see in the photo? Look and say

- 1 Open your book to page vi. Make sure all the students can see your book. Students keep their books closed.
- 2 Point to the photograph and ask *What can you see?* Accept all reasonable answers. Praise students who use descriptive words such as *long, round, silver, light blue* and *dark blue.*
- 3 Try to elicit the words from students. If the students do not

2

Let's remember!

LESSON 1

1 What can you see in the photo? Look and say



2 Read and match the questions and answers

- | | |
|--------------------------------|---|
| 1 How tall is the Cairo Tower? | a I visited the bazaar. I bought a bag. |
| 2 What would you like? | b It's 187 meters. |
| 3 Where are you from? | c It's on January 19th. |
| 4 What did you do yesterday? | d I'm from China. I'm Chinese. |
| 5 How long is the Sphinx? | e It's seventy-three meters long. |
| 6 When's your birthday? | f I'd like some water, please. |

vi

know these words point to the picture and say the correct name. Write these words on the board:

jewelry, ring, earring, bracelet, necklace

- 4 Ask the students to repeat the words after you. Make sure students pronounce *jewelry* and *bracelet* correctly. Drill the words and clap the syllables.
- 5 Explain that *jewelry* is the category and that *ring, earring, bracelet* and *necklace* are examples of this category. This will help them with Exercise 4.
- 6 Point to the bracelet. Ask *how long is it?* Accept any reasonable answer (20-30 cm).

2 Read and match the questions and answers

- 1 Say *Open your books. Look at page vi.* Write *vi* on the board. Hold your copy up and open at pages vi-vii. Repeat until all students have their books open at the right place.
- 2 Point to the first question and ask a confident student to read it to the class. Read the answer a. Elicit that this is not the correct answer.
- 3 Ask students to work in pairs to match the questions and answers.
- 4 Monitor and assist as needed.

Let's remember!

Answers:

- 1b
- 2f
- 3d
- 4a
- 5e
- 6c

Extra practice

- 1 Point to b) It's 187 meters. Ask students *What two words make up 'it's'?*
- 2 Show students on your fingers how *it* and *is* contract to form *it's*.
- 3 Ask your students: *Find 5 more contractions in Exercise 2. What two words are they? Some of them are the same.*

Suggested answers:

It's on January 19th. **It is**
 I'm from China. **I am**
 It's seventy-three meters long. **It is**
 When's your birthday? **When is**
 I'd like some water, please. **I would**

Extra practice 2

- 1 Then write these questions on the board:
 - *What did you do yesterday?*
 - *How tall are you?*
 - *When is your birthday?*
- 2 Drill the sentences with the whole class.
- 3 Ask students to ask each other the questions.
- 4 When most students have finished, stop the activity. Ask a few students about their partners.
 - *What did (example name) do yesterday?*
 - *How tall is (example name)?*
 - *When is (example name's) birthday?*
- 5 Make sure they answer with *he/ she* not *I*.

Extra practice 3

- 1 Ask students to close their books. Write on the board: *long is it how?*
- 2 Ask students *Can you put the words in the right order?* Write the correct question on the board: *How long is it?*
- 3 Write these sentences on the board. Ask students to work in pairs. Ask *Can you put the words in the right order?*
 - *like you what would?*
 - *where from are you?*
 - *yesterday you do what did?*
 - *it is tall how?*
 - *birthday when's your?*
- 4 Monitor by walking around the classroom and helping as necessary.

Answers:

What would you like?
 Where are you from?
 What did you do yesterday?
 How tall is it?
 When's your birthday?

Let's remember!

STUDENT'S BOOK

page vii

3 Look and write. What is the mystery word in yellow?

- 1 Say *Look at page 7* and write *vi* on the board. Hold your copy up, open at pages vi–vii. Repeat until all students are looking at the right place.
- 2 Make sure all students can see when you use your book with the class – walk around the room if necessary.
- 3 Tell students to look at the picture clues. Point to the first picture and ask *What is it?* Elicit *bread*. Tell the students to look at the other pictures and ask a partner *What is it?*
- 4 When most of the students have finished, ask the students to look at you. Point to each picture and ask *What is it?* Stop after each word and say the answer. Ask the students to repeat each word.
- 5 Say *Look at page 7*. Hold your copy up and open at pages vi–vii. Demonstrate that they should write the answers in the crossword.
- 6 Tell students that they need to be careful with spelling or the crossword will not work as the clues form other words. Explain that the letters in the tinted box will spell another word.
- 7 Monitor and check all can do this and are on task.
- 8 Encourage students to write the mystery word under the crossword.

Answer:

				1 b	r	e	a	d	
				2 r	i	c	e		
				3 e	g	g			
			4 p	a	s	t	a		
5 c	h	i	c	k	e	n			
				6 f	i	s	h		
			7 s	u	g	a	r		
				8 s	o	u	p		
9 p	o	t	a	t	o	e	s		

The mystery word is **breakfast**.

4 Look and write

- 1 Revise what a healthy diet is. Review the categories of food that form a healthy diet: proteins, vitamins, carbohydrates and fats. Write the categories on the board and ask students

4

3 Look and write. What is the mystery word in yellow?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

				1 b	r	e	a	d
				2				
				3				
			4					
5								
				6				
	7							
				8				
9								

The mystery word is: _____

4 Look and write

bread, cereals and potatoes fruit and vegetables
milk and dairy products meat and fish sugar and fats



5 What is a healthy diet? Look and say

to suggest items for each category. Accept all possible answers.

- 2 Point to the word box and read out the vocabulary words.
- 3 Practice the word *cereal* and make sure students pronounce it with /s/. Practice the word *vegetable* and make sure students pronounce it with 3 syllables. Practice the word *sugar* and make sure students pronounce the su /ʃ/ sound and the ar as a weak form (schwa) /ər/.
- 4 Say *These words are categories, the same as the word jewelry at the start of the lesson*. Ask the students to label the diagram with the category names.

Answer:

- 1 bread, cereals and potatoes
- 2 meat and fish
- 3 sugar and fats
- 4 milk and dairy products
- 5 fruit and vegetables

Extra practice

- 1 Write *Fruit* on the board. Ask *Can you tell me an example?* Let the students give you one or two answers. Accept any

Let's remember!

reasonable answer. Do not rub *Fruit* off the board. Write *Vegetables* on the board. Ask *Can you tell me an example?* Let the students give you one or two answers. Accept any reasonable answer. Repeat with the other categories.

- 2 Say *Now we are going to play a game called Categories.* Point to the categories on the board and write the letter *S*. Say *Think of an example for each category beginning with the letter S.* Elicit one example. Students can work in pairs or small groups. Give them 1 minute to think of one answer for each category then ask groups to tell you their ideas. If your class likes competition, give points for correct answers.

Possible answer:

bread, cereals and potatoes: spaghetti, sweet potato, sandwich
meat and fish: salmon, steak
sugar and fats: sunflower oil
milk and dairy products: Swiss cheese
fruit and vegetables: spring onions, salad

- 3 Repeat with other letters. There may not be an answer for all categories.

Possible answer:

bread, cereals and potatoes: C (corn flakes, couscous); B (baguette, bread roll)
meat and fish: C (crab, chicken) B (beef, burger)
sugar and fats: C (chocolate, cookie, candy) B (baklava, basboosa, basema, brownie)
milk and dairy products: C (cheese, cream, cheddar cheese) B (butter, blue cheese)
fruit and vegetables: C (carrot, cucumber) B (banana, beans, broccoli)

and unhealthy food. Weaker students can just point and say *This is unhealthy.*

- Stronger students can use the food names, for example: *Apples are healthy.*
 - Very strong students can give a reason, for example: *Apples are healthy because they have lots of vitamin C.*
 - Monitor the students, checking that they use *is* for uncountable nouns (pasta, bread, rice, cheese) and *are* for plural nouns (bananas, potatoes, lemons)
- 6 Get feedback by asking a few of them to share their ideas with the class

Closing

- Play a *True / False* revision game. Say *Listen to my sentence. If it is true, put your hand up. If it is false put your hand down.* The game should be fast-paced and fun.
Possible sentences:
 - I am 1.5 m long. FALSE (we use *tall* for people)
 - I am from China. FALSE
 - Your birthday is in June. FALSE for most students
 - Beef is a type of meat. TRUE
 - Sugar is healthy. FALSE
 - Bananas are vegetables. FALSE
 - Spaghetti is a type of pasta. TRUE
 - Fish is unhealthy. FALSE
- Remind students about what they have revised so far. Praise their achievements.
- Tell students *In the next lesson we will revise the months of the year, the present simple and past simple and when to use capital letters.*

5 What is a healthy diet? Look and say

- 1 Ask *What does healthy mean?* Accept any reasonable answer. Ask *Is ice-cream healthy?*
- 2 The students will hopefully tell you that ice-cream is unhealthy. Ask *Why is ice-cream unhealthy?* Accept any reasonable answer (lots of sugar and fat).
- 3 Ask *What is the opposite of healthy?* Practice the pronunciation of *healthy* and *unhealthy*.
- 4 Say *Look at the picture on page 7.* Hold your copy up and open at pages vi–vii. Point to the picture and ask *Is chocolate healthy? Are bananas unhealthy?*
- 5 Say *Look at the picture with your partner and find healthy*

Let's remember!

LESSON 2

pages viii-ix

Objectives:	To revise vocabulary and structures from Primary 3
Vocabulary:	<i>January, February, March, April, May, June, July, August, September, October, November, December</i>
Language:	Past simple and present simple Use of capital letters
Materials:	Student's Book pages viii-ix Months of the year flashcards (from Connect Primary 3) Sticky tack Audio file 1.1

Opener

- Greet the class. Then say *Hello (name) How are you?* to several students to encourage the response, *Hello, Miss/Mr (name) I'm fine thanks.*
- Ask *What's the weather like today? What did you have for breakfast/ lunch? What did you drink for breakfast/lunch?*
- Say *I was born in (month).* Look at a confident student and ask *When were you born?* The student should answer *I was born in (month)*

Drill the question *When were you born?* with the class. Say *Find some one born the same month as you.* The students walk around the class asking each other. Stop the students if they get too noisy. Check that a few pairs have the same birth month. Tell all students to sit down.

Presentation

- Take out flashcards, arranged in a random order. Raise each flashcard one by one and say each month. Ask students to repeat the month after you. Say *Who was born in (month)? Raise your hand.* Repeat for each month. Stick the month on the board. Make sure they are not in order.
- Make sure students do not pronounce the first *r* in February /'febjuəri/ and that they pronounce the *er* in September, October, November, December as a weak form (schwa) /ər/.
- Repeat for each month. This stage should be quite fast. Leave the months on the board.

LESSON 2

1 Read and order

April <input type="checkbox"/>	March <input type="checkbox"/>
February <input type="checkbox"/>	September <input type="checkbox"/>
June <input type="checkbox"/>	December <input type="checkbox"/>
October <input type="checkbox"/>	July <input type="checkbox"/>
August <input type="checkbox"/>	May <input type="checkbox"/>
January <input checked="" type="checkbox"/>	November <input type="checkbox"/>

2 Listen, answer and write

1  It's sunny	2 	3 	4 
5 	6 	7 	8 

viii

1 Read and order

- Say *Open your books. Look at page 8. Write viii on the board. Hold your copy up and open at pages viii-ix. Wait until all students have their books open at the right place.*
- Point to January and say *January is the first month. It is number 1. Write the correct number next to the other months.* Walk around monitoring because if students incorrectly number one month, this might make all the numbers wrong.
- Check the students' answers by asking two students to come up to the board and move the flashcards into the right order.

Answer:

1 January	2 February	3 March
4 April	5 May	6 June
7 July	8 August	9 September
10 October	11 November	12 December

Extra practice

Ask the students to close their books. Write jumbled-up months on the board. You can write them one at a time as a quick all class activity or write all the words up at the same time and

Let's remember!

have pairs work through the list.

- o November - bervomen
- o May - yam
- o July - lyju
- o December - merbceed
- o January - narjuya
- o August - gastuu
- o October - bootcer
- o June - neju
- o February - rerabufy
- o April - pilar
- o March - charm
- o September - mestbeerp

2 [audio 1.01] Listen, answer and write

- 1 Say *Look at page 8*. Hold your copy up and open at pages viii–ix. Wait until all students have their books open at the right place. Point to the pictures in Exercise 2. Say *What can you see?* Accept any reasonable answers.
- 2 Say *You are going to hear some questions*. Write the answers under the pictures. Use full sentences. Show the students the example.
- 3 Play the audio twice, pausing to allow students to write the answers.
- 4 Ask each question in turn and allow time for students to check their answers.

Audioscript

- 1 What's the weather like?
- 2 Where's he from?
- 3 What do you drink for breakfast?
- 4 What did you buy?
- 5 How much is it?
- 6 What is it?
- 7 What's it made of?
- 8 How much money do you have?

Suggested answers:

- 1 It's sunny.
- 2 He's from America.
- 3 I drink milk.
- 4 I bought a ball.
- 5 It's five Euros.
- 6 It's a fish.
- 7 It's made of gold.
- 8 I have one hundred pounds.

Extra practice

- 1 Write *present simple* and *past simple* on the board.
- 2 Elicit the verb used in Exercise 2.1. Ask students if *is* is simple present or simple past. Write *is* on the board under simple present.
- 3 Say *Look at the other sentences. Are the verbs past or present?* Students can work in pairs or individually to classify the verbs.
- 4 Conduct feedback on the board. Ask confident students to tell you the answers.

Answer:

present simple
is
have

past simple
bought

Let's remember!

STUDENT'S BOOK

page ix

3 Write about your weekend. You can use the words below

- 1 Say *Look at page 9 Exercise 3. Write ix on the board. Hold your copy up and open at pages viii–ix. Wait until all students have their books open at the right place. Point to go, see, buy and have.*
- 2 Say *We use the past simple to talk about things that happened in the past. For example, I went shopping last weekend. Say Complete the spaces and write what you did in the weekend. You can use the words in the box.*

Suggested answers:

I went shopping last weekend. I saw two of my friends. I bought a toy for my brother. I had a great time.

Extra practice

- 1 Play *Verb tennis*. Demonstrate the activity with a strong student. Say *Tell me a present simple verb from the list*. Then say the past simple of the same verb. Then swap roles. Say *Work in pairs. Continue the game*. If the students are not sure, they can check the list, but they should try to do this without looking if they can.
- 2 Play *Tic Tac Toe*. (Games Bank, page 158). Demonstrate the game in front of the class first. Draw a tic tac toe grid on the board and fill it in with nine verbs.

For example:

looked	visit	worked
play	went	buy
saw	cook	have

- Say *Choose a verb and make a sentence with it to win a square*. Choose **buy** and say *I buy eggs every week*. Put an X in the square with **buy** in it. Say *Now you choose any verb and make a sentence*. If they make a good sentence, for example: *I go to the shops*. Put a 0 in that square. Continue until someone wins.
- Tell the students to draw grids in their notebooks and play the game in pairs. Tell them to ask you if they think their partner's sentence is wrong.

3 Write about your weekend. You can use the words below

go see buy have

I went shopping last weekend. I _____

I had a great time!

I went shopping
I ...



4 Read and add the correct capital letters

hi! i'm shorouk! i live in alexandria. the

library of alexandria is a big and famous

library in my city. yesterday it was sunny. my

family visited the park

at the montaza palace.



ix

Presentation

- 1 Ask the students for an example sentence with *go*. Write the sentence on the board. Do not use any capital letters. Say *Is this sentence correct?* When the students say no, ask them to help you correct it. Underline the capital letter at the start of the sentence and say *Why do we need this?* (Sentences must start with a capital letter.)
- 2 Say *Talk in pairs. Do you know why we use capital letters?* Stop the discussion after 1 minute. Do not ask the students for their answers yet.

4 Read and add the correct capital letters

- 1 Say *Look at page 9 Exercise 4*, and hold your copy up, open at pages viii–ix. Wait until all students are looking at the right place. Point to the photographs. Ask *Where is this?* *Has anyone visited these places?* (The Library of Alexandria and Montaza Palace in Alexandria).

Let's remember!

- 2 Point to the text. Say *Read and add the correct capital letters*. Monitor and assist as necessary.
- 3 Say *Clap once to stop me reading when there is a capital letter missing*. Read the text out loud, slowly. Stop and write the words with missing capitals on the board.
- 4 Say *Look at these words. Why do they need capital letters? Tell your partner.* (You need capital letters for: the start of a sentence, place names and people's names, and I).
- 5 Explain that we also need capital letters for the names of countries, cities, rivers and seas, holidays (for example Eid), the days of the week and the months of the year but not the seasons (spring, summer, fall, winter).

Answer:

Hi! I'm Shorouk! I live in Alexandria. The Library of Alexandria is a big and famous library in my city. Yesterday it was sunny. My family visited the park at the Montaza Palace.

Closing

- Play *Stand up if....* (Games Bank, page 158).
- Say *I am going to read some words. Stand up if they need a capital letter. Sit down if they do not.*
Words: school, Aswan, winter, January, cat, Zahra, Wednesday, sea, fall, England, hospital, I, summer, Luxor Temple
- Remind students about what they have revised so far. Praise their achievements.

UNIT 1

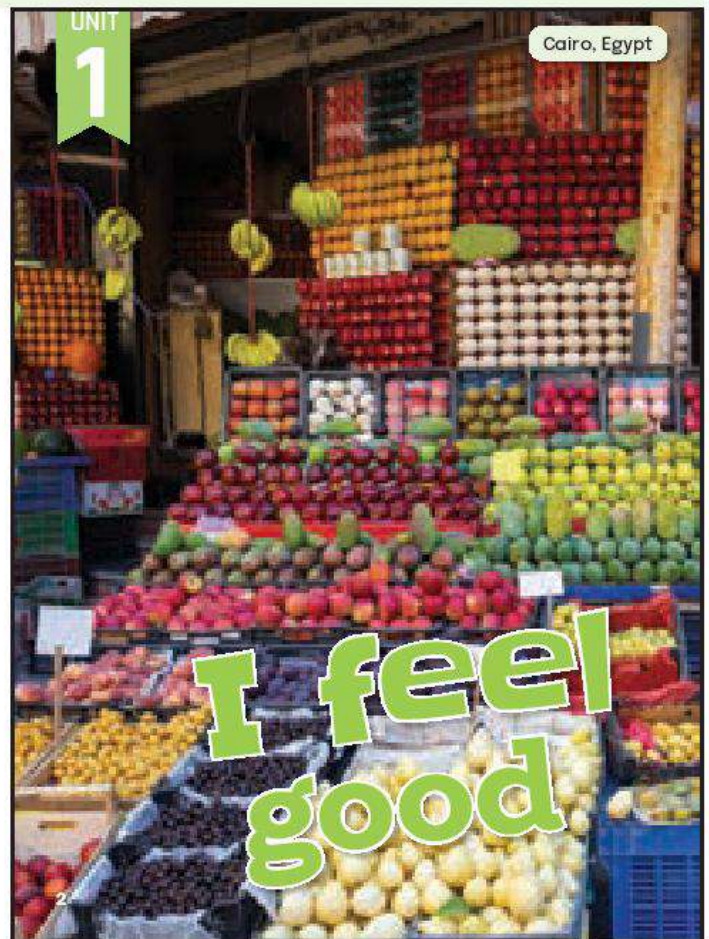
Introduction

pages 2-3

- Objectives:** To learn about the topic of this unit
To revise fruit vocabulary
- Vocabulary:** *bananas, fruit, grow, oranges, pyramid, watermelon, apples, mangoes*
- Materials:** Student's Book pages 2-3

Opener

- Greet the class. Then say *Hello (name), how are you?* to several students to encourage the response, *Hello, Miss/Mr (name). I'm fine, thanks.*
- Ask one or two students *What's your favorite food? What's your favorite fruit?* Have students ask each other. You can do this as a class mingle or in small groups.



STUDENT'S BOOK

page 2

- Say *Open your books. Look at page 2* and hold your copy up. Wait until all students have their books open at the right page.
- Point to the picture on pages 2 and 3 and ask *What can you see?* Have students talk in pairs. Say *Name as many things in the picture as you can. You have one minute.*
- Have students close their books. Tell them you are going to talk about the picture. If what you say is true, they should stand up. If what you say is false, they should sit down. Say:
There is a young man. He is smiling. (False)
There are lots of oranges. (True)
There are lots of pomegranates. (False)
There are a few apples. (False)

(Inclusive Techniques Unit 1, refer to page xii)

In this unit I will ...

- listen, read, research, and write about foods and how to keep healthy.
- practice making sentences with *and* or *but*.
- talk about a place in Egypt.
- read and listen to a short story.
- distinguish long and short vowels.
- write instructions.
- research and make a presentation.



Look, discuss, and share

Which fruits can you see in the picture?
What is your favorite fruit?



Did you know?

Did you know that in Japan you can buy a watermelon that looks like a pyramid?



Find out

Which fruits do people grow in Egypt?
Share your answers with your partner.



Find out

- 1 Ask students to look at the question *Which fruits do people grow in Egypt?*
- 2 Have students think individually for one minute, then join their partner and make a list.
- 3 Provide feedback to the whole class. Ask each pair to volunteer an answer.

Suggested answers:

apples, bananas, dates, figs, grapes, mangoes, melons, oranges, pomegranates, prickly pears, watermelons, etc.

Extra practice

- 1 Play *I went to the fruit market*.
- 2 Tell students they are going to play a memory game.
- 3 Write this sentence on the board: *I went to the fruit market and I bought some bananas*. Ask a student to repeat this and add a fruit. For example: *I went to the fruit market and I bought some bananas and oranges*.
- 4 Ask the next student to continue. For example: *I went to the fruit market and I bought some bananas, oranges, and strawberries*. Explain that the students should continue until somebody makes a mistake. They can then start a new round. If you have a large class, split them into two or three groups.

Closing

- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 3



Look, discuss, and share

- 1 Have students open their books at page 3. Read the questions. Students discuss their answers in pairs.
- 2 Conduct whole class feedback. Ask stronger students to explain why they like their favorite fruit.

Answers:

Bananas, apples, oranges, dates, watermelons, mangoes

Did you know?

- 1 Ask students to look at the picture of the watermelon on page 3. Ask *What is strange about this watermelon?* (It is a pyramid.) If students say it is a triangle, remind them about the difference between 2D and 3D shapes.
- 2 Have students guess how much a pyramid-shaped watermelon costs. (Answer \$500- \$1000)
- 3 Ask *Where can you buy watermelons that look like pyramids?* (Japan.) Discuss whether you can buy this type of melon in Egypt. Ask students if they would like to try it and why/why not.

LESSON 1

pages 4-5

Objectives:	To listen to a conversation about food and answer questions To revise food vocabulary
Vocabulary:	<i>chicken, grapes, mangoes, milk, onions, potatoes, to produce, rice, sugarcane, raise chickens</i>
Language:	Present simple
Materials:	Student's Book pages 4-5 Audio files 1.02-1.04

Opener

- Say *Last night I ate pizza and bananas. What did you eat?* Ask a few students to answer, then drill the question: *What did you eat last night?* If you have weaker students, write the question on the board so that they can refer to it.
- Have students ask and answer the question. If you have a large classroom, students can do this as a class mingle. If you have a small classroom, have students ask and answer in groups.
- Ask students if they found someone who ate the same thing as them.
- Remind students that you ate pizza. Ask *Where does pizza come from?* (Italy). Ask one or two students what they ate. Ask the class if they know where that food comes from.

STUDENT'S BOOK

page 4

1 [audio 1.03] Listen and read

- Tell students they are going to listen to a conversation about food. Ask students to listen and answer this question *Who are the two people?*
- Make sure the students have their books closed so that they listen carefully.

Audioscript

Mom: Lunch is ready. I made some special food for us.
Maged: Mom, it looks delicious!
Mom: Which food comes from our country, do you think?
Maged: I think we grow rice in Egypt.
Mom: Yes, that's right. What else?
Maged: Hmmm, I think we raise chickens in Egypt.
Mom: Yes, and tomatoes and onions. Egyptian farmers produce many things you see on this table. Let's eat!
Maged: Yum!

Answer:

A mother and her son.

LESSON 1
FOOD AND DRINK

1 Listen and read

Mom: Lunch is ready. I made some special food for us.

Maged: Mom, it looks delicious!

Mom: Which food comes from our country, do you think?

Maged: I think we grow rice in Egypt.

Mom: Yes, that's right. What else?

Maged: Hmmm, I think we raise chickens in Egypt.

Mom: Yes, and tomatoes and onions. Egyptian farmers produce many things you see on this table. Let's eat!

Maged: Yum!

2 Listen again and answer the questions

- What meal are they having?
a breakfast b lunch c dinner
- What does the verb *raise* mean?
a To keep and feed chicken to get eggs and meat.
b To build houses for chicken to grow healthier.
- What does Maged think about the food? _____



Mom and Maged



2 Listen again and answer the questions

- Say *Open your books. Look at page 4* and hold your copy up. Wait until all students have their books open at the right place.
- Point to the pictures on page 4 and ask *What can you see?*
- Replay the audio and have students read the text at the same time.
- Have students answer the three questions. Weaker students can work in pairs.

Answers:

- b lunch
- a to keep and feed chicken to get eggs and meat.
- He likes it. He says "yum".

UNIT
1

3

Look and write

bananas chicken grapes mangoes milk
onions potatoes rice sugarcane watermelon

1


2


3


4


5


chicken

6


7


8


9


10


4

Listen, check, and say

5

Find out

What other animals do farmers raise in Egypt?

5

Ask and answer. Write in your notebook

What foods do we produce in Egypt?





We produce vegetables like...

STUDENT'S BOOK

page 5

3 Look and write

- Say *Look at page 5*. Read out the food vocabulary in the box and have your students repeat them after you.
- Have the students label the pictures with the correct food name as shown in the example.

Answers:

1 chicken 2 grapes 3 milk 4 onions
5 rice 6 potatoes 7 bananas 8 mangoes
9 sugarcane 10 watermelon

4 [audio 1.04] Listen, check and say

- Play the audio so students can check their answers.
- Students read out the correct words for each picture.

Audioscript

1 chicken 2 grapes 3 milk 4 onions
5 rice 6 potatoes 7 bananas 8 mangoes
9 sugarcane 10 watermelon

Extra practice

- Ask students to copy this chart into their notebooks.

Food	Yes	No

- Ask them to choose four of the items of food from Exercise 3 and write them in the food column. They should write one food per line.
- Fill in your table on the board. **Example table:**

Food	Yes	No
bananas		
milk		
chicken		
mangoes		

- Ask a student *Do you like bananas?* If they say *Yes*, write their name in the Yes column. If they say *No*, write their name in the No column. Continue with one other food. Only write one name in each box.
- Drill the question *Do you like (milk)?* Demonstrate how *Do you* is pronounced as /duː juː/.
- Ask students to ask and answer their questions and complete their charts. Make sure they know to write only one name in each box.
- Stop the activity when most students have a name in each box.
- Share answers with the whole class, asking a few students what they found out.

Find out

- On page 4, students heard Maged's mom talking about the food that farmers produce in Egypt. Ask them if they can remember what they said.
- Explain that you now want them to find animals farmers raise in Egypt, using the internet or school resources.
- Pool their answers on the board. Praise all good work.

Students' own answers

5 Ask and answer. Write in your notebook

- Read the example question and answer in the speech bubbles.
- Ask a confident student to ask you the question. Answer the question.
- Drill the question, then get a few students to answer.
- Have students ask and answer the question in pairs.
- Ask a few students to share their answers.

Students' own answers

13

Closing

- Write the following jumbled-up words on the board, and see if the students can work out the words:
ann baas – bananas
ame song – mangoes
kilm – milk
heckinc – chicken
eric – rice
inoons – onions
apesotto – potatoes
pagers – grapes
- Tell students that in the next lesson, you are going to look at how we turn food into energy.
- Ask students to bring in a small disposable plastic bottle (such as a small water bottle) with the base cut off (by an adult), some scissors and two balloons.

LESSON 2


pages 6-9

Objectives:	To learn vocabulary to describe the digestive system To learn about the digestive system To learn vocabulary to describe the respiratory system To learn about the respiratory system To learn ways of keeping healthy
Vocabulary:	carbon dioxide, diaphragm, esophagus, large intestine, lungs, mouth, muscle, nose, respiratory system, small intestine, stomach, to breathe, to pump, waste
Language:	Present simple to describe biological processes <i>We breathe through our nose.</i>
Materials:	Student's Book pages 6-9 One small water bottle with the bottom removed, two balloons, scissors

Opener

- Greet the class. Then say *Hello (name) How are you?* to several students and ask them to ask and answer this question with other students.
- Ask a few students the question *What did you eat last night?*
- Write one of the answers on the board – for example *an apple*.
- Ask students to think about the stages that went into eating this apple. Do this as a whole class activity. Example answer: buy the apple, bring it home, wash it, cut it, bite it, chew it, and finally swallow it.
- Ask pairs to think of other food that they ate yesterday and write down any extra stages. Possible answers: boil, cook, peel, fry, etc.
- Tell students that you are going to think about what happens after you swallow the food and that this process is called digestion.

LESSON 2 CLIL: SCIENCE

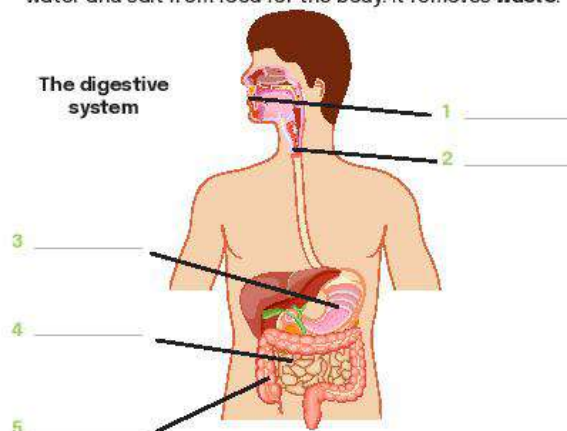
-  **Work in pairs. Discuss this question**
What happens in our body when we eat food?



2 Look, read, and label the body

- The **esophagus** goes from the **mouth** to the **stomach**.
- When the food moves from the esophagus to the stomach, the **gastric juice** digests it.
- Food moves from the stomach to the **small intestine** to complete the digestion.
- The **large intestine** is around the small intestine. It takes water and salt from food for the body. It removes **waste**.

The digestive system



6

STUDENT'S BOOK

page 6

1 Work in pairs. Discuss this question

- Say *Open your books to page 6* and hold your copy up, open at pages 6-7. Point to Exercise 1 and ask pairs to brainstorm ideas in answer to the question.
- Pool and share ideas as a class with a few pairs. Write brief notes on the board. Do not erase these notes as you will return to them at the end of page 7. Do not tell students if their ideas are correct at this stage.

2 Look, read, and label the body

- Point to the picture of the body and drill these words: *stomach, esophagus, small intestine, large intestine, mouth, waste*. Help them with the meanings.
- Have students read the text and label the parts of the body.

Answers:

- | | | |
|-------------------|-------------------|-----------|
| 1 mouth | 2 esophagus | 3 stomach |
| 4 small intestine | 5 large intestine | |

3 Read and complete

mixes gastric juice teeth nutrients eat

When we eat ...

We use our digestive system to digest what we 1 eat. We put food in our mouths. We **chew** food with our 2 teeth.

Then the food goes down the esophagus. It arrives in the stomach. In the stomach, the food 3 mixes with the gastric juice.

The 4 nutrients changes the food into a simpler form to get energy and 5 eat. We need the energy and nutrients in our body.



4 How can we have a healthy digestive system? Check the healthy things



3 Then the food goes down the lungs (esophagus). It arrives in the mouth (stomach). In the stomach, the food mixes with a special gas (juice). The juice changes the food into stars (energy) and nutrients. We need the energy and nutrients in our legs (body).

4 How can we have a healthy digestive system? Check the healthy things

- 1 Have students look at the pictures and say what they can see. Have students decide in pairs which things are healthy and which are not.
- 2 Encourage students to think of reasons to explain their choices. Fast finishers can suggest how to change unhealthy habits into healthy habits – for example: *Don't eat too much ice-cream, eat fruit instead.*
- 3 Have pairs discuss which of these things they do regularly, then feedback as a class.

Answers:

Healthy: b, d, e

Unhealthy: a, c

Extra practice

- 1 Remind students of the question they answered in Exercise 1 page 6: *What happens in our body when we eat food?* Ask them if they can now add anything to the list you wrote on the board or if they want to change anything.

STUDENT'S BOOK

page 7

3 Read and complete

- 1 Point to the picture of the digestive system on page 7. Ask students if they can name any of the organs. Students can use the diagram from page 6 to help them.
- 2 Check that the students know the meaning of *to chew* and *nutrients*. Have students complete the text using the vocabulary in the box.

Answers:

1 eat

2 teeth

3 mixes

4 gastric juice

5 nutrients

Extra practice

- 1 Have students close their books. Tell them you are going to read the text to them but that there are some mistakes. When they hear a mistake, they should raise their hands and say *Stop!* If your class is strong, you could ask them what the correct word should be. Read the following:
- 2 *We use our digestive system to eat and breathe (drink). We put food in our noses (mouths). We chew food with our feet (teeth).*

5 Look and match the descriptions to the words. Listen and check

- 1 Write the words *Respiratory System* on the board. Ask students to brainstorm anything they know about this topic. Walk around and monitor. If students do not know the word *respiratory*, tell them it means breathing. Accept any reasonable answers.
- 2 Tell students they are going to learn some important vocabulary for talking about the respiratory system. Some of these words are hard to pronounce and sound different to the way they are written. Have students repeat these words after you: *diaphragm, muscle, blood*.
- 3 Hold up your book open at pages 8-9 and ask students to look at Exercise 5. Ask them to match the words with their definitions. As you go through the answers, have students look at the diagram and find each organ.

Answers:

1b 2d 3e
4a 5c

Did you know?

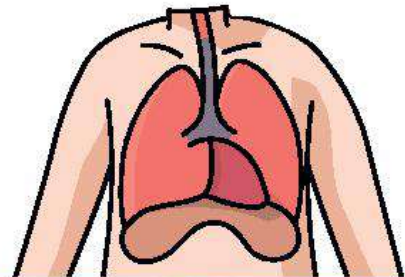
Read out the *Did you know?* fact. Ask pairs to think of a possible reason for the left lung to be smaller.

Answer:

The left lung is smaller to make space for the heart.

5 Look and match the descriptions to the words. Listen and check

- | | |
|-------------|---|
| 1 pump | a This is a muscle under the lungs. |
| 2 nose | b To move quickly from one place to another. |
| 3 lungs | c To take in oxygen and give out carbon dioxide. |
| 4 diaphragm | d This is in the center of the face. |
| 5 breathe | e We have two of these. They are inside the body. |



Did you know?

In our bodies, the right lung is larger than the left lung.

6 Read the text and put the sentences in the correct order

Our respiratory system

We use our **respiratory system** when we **breathe**. We need oxygen in our bodies.

We breathe in air through our nose. Our diaphragm goes down. It pulls air into our lungs.

In the lungs, the oxygen from the air goes into our blood. Our heart **pumps** this blood around our body. The diaphragm goes up. It pushes air with **carbon dioxide** out of our lungs. We breathe out.

- ☐ The diaphragm pulls air into our lungs.
- ☐ The diaphragm moves up and pushes the air out of our body.
- ☐ The heart pushes the blood around our body.
- ☒ 1 We breathe through our nose.
- ☐ The diaphragm goes down.
- ☐ When the air arrives in our lungs, the oxygen goes into our blood.



7 How can we have a healthy respiratory system? Look and match

- 1 Stay away from smoke.
- 2 Exercise.
- 3 Put green plants in your balcony.
- 4 Drink plenty of water.



7 How can we have a healthy respiratory system? Look and match

- 1 Ask students how we can keep our respiratory systems healthy. Accept any reasonable answers, for example: *avoid pollution, don't smoke, exercise, eat healthily.*
- 2 Have students match the pictures and phrases.
- 3 Early finishers can think about why these things are good for your respiratory system.

Answers:

1d 2c 3b 4a

Extra practice

- 1 Make a simple lung model to demonstrate how the diaphragm works. You can do this as a class activity with the students making their own models (if they brought in bottles and balloons) or as a teacher-led demonstration. The activity really helps the students visualize the role of the diaphragm in breathing.
- 2 Tie a knot in one of the balloons and then cut across the balloon so that the rounded top is removed.
- 3 Stretch this balloon over the bottom of the water bottle so that the tied part is pointing downwards. This represents the diaphragm.
- 4 Take the other balloon and put the rounded end inside the neck of the bottle. Take care not to drop it.
- 5 Pull the balloon opening outwards over the neck of the bottle so that the balloon hangs down inside the bottle. This represents the lung.
- 6 Hold the bottle towards the base (making sure the balloon does not come off the bottle) and pull the knotted balloon (diaphragm) downwards. This will pull down the air inside the bottle, causing the top balloon (lung) to inflate.
- 7 When you release the knot, the top balloon will deflate.

Closing

- Remind students about the predictions they made about what would appear in the text. Have pairs discuss what they would add to the predictions on the board and anything they would change.
- Tell students that in the next lesson, you are going to talk about being healthy and first aid. Tell the students to ask their parents what they do to stay healthy and if they know any first aid.

STUDENT'S BOOK

page 9

6 Read the text and put the sentences in the correct order

- 1 Have students close their books. Explain to students that they are going to read about the process of breathing. Have students predict what the text might say.
- 2 Write students' predictions on the board (do not erase your notes).
- 3 Hold up your book at page 9 and point to Exercise 6. Point to the text box and the six sentences below it. Have students read the text and put the sentences in the right order.

Answers:

- 3 The diaphragm pulls air into our lungs.
- 6 The diaphragm moves up and pushes the air out of our body.
- 5 The heart pushes the blood around our body.
- 1 We breathe through our mouth or nose.
- 2 The diaphragm goes down.
- 4 When the air arrives in our lungs, the oxygen goes into our blood.

LESSON 3

pages 10-13

- Objectives:** To learn about healthy lifestyles
To practice listening to conversations about health and answering questions
To learn how to link ideas with *and / but*
To learn how to use imperatives to give instructions about first aid
To learn vocabulary to talk about health problems.
- Vocabulary:** *band-aid, gloves, scrape, redo, sprain*
- Language:** Present simple questions
Who never drinks cola?
And and but
I eat vegetables and I exercise. I want to play football, but I hurt my leg.
- Materials:** Student's Book pages 10-13
Audioscript 1.05-1.08
One small (matchbox size) piece of paper per child
A first aid kit

Opener

- Ask students to brainstorm healthy food. Write one of their suggestions on a piece of paper. Show the class.
- Ask students to brainstorm healthy activities. Write one of their suggestions on a piece of paper under the food name. Show the class.
- Give out one small piece of paper per student. Have students write one healthy food and one healthy activity on their paper.
- Show the students your piece of paper and ask them how to make questions using *Do you like* and *How often ...?* For example, *Do you like eating carrots? How often do you eat carrots?*
- Demonstrate the activity with a confident student. Ask the student your questions and have them answer, then answer their questions.
- Now students exchange papers and partners and repeat the task in pairs.

STUDENT'S BOOK

page 10

1 Work in pairs. Discuss these questions

- 1 Say *Open your books to page 10*. Point to Exercise 1 and instruct students to ask and answer these questions in pairs.
- 2 Go over their answers in class.

2 [audio 1.05] Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos

- 1 Point to the three photos on page 10. Ask pairs to talk about what they can see. Walk around monitoring and write useful vocabulary you hear on the board. For example: *hiking, wheelchair, basketball*. Have students tell you which photograph these words describe.
- 2 Play the audio and have students label the pictures with the correct name.

LESSON 3

1 Work in pairs. Discuss these questions

- 1 Do you think you are healthy?
- 2 What healthy things do you do?

2 Listen to Adam, Dareen, and Judy talking about being healthy. Label the photos



3 Listen again and answer the questions

- 1 Who never drinks cola? _____
- 2 Who plays football? _____
- 3 Who doesn't eat candy? _____

Audioscript

Narrator: 1
Interviewer: Do you think you're healthy, Judy?
Judy: Yes, I do. I do a lot of sport at school. On the weekend, I walk to my grandma's house with my family. I really like walking because I can talk to my mom and dad. We can see the different houses and shops. I don't eat candy, but I like fruit. My favorite fruits are bananas and watermelon. My mom makes an awesome banana milkshake!

Narrator: 2
Interviewer: Do you think you're healthy, Adam?
Adam: Yes. I'm in a wheelchair basketball team at school. We practice three times every week. I drink cola, but I want to drink more water. I don't play video games because I'm very busy. I play basketball in the park.

Narrator: 3
Interviewer: Do you think you're healthy, Dareen?
Dareen: Yes, I think I'm healthy. My mom and I go walking in the desert with my dad. Dad is a scientist and he likes looking at animals and plants. We go with him every weekend. It's very interesting, but it's very hot sometimes! I only drink water because I don't like cola. I love burgers, but I only eat one a week. My mom makes yummy salads.

1 Listen again and complete the sentences with *and* or *but*

- I don't eat candy, _____ I like fruit.
- I drink cola, _____ I want to drink more water.
- I play basketball _____ I play football in the park.
- Dad is a scientist _____ he likes looking at animals and plants.
- It's a very interesting place, _____ it's very hot sometimes!
- I love burgers, _____ I only eat one a week.

LANGUAGE FOCUS

We use *and* to add two ideas together.

I eat vegetables *and* I exercise.



We use *but* to contrast two ideas:

I want to play football, *but* I hurt my leg.



5 Write sentences in your notebook with *and* or *but* about how you are being healthy. Share your sentences with a partner

I practice basketball on Wednesday, and I walk home from school every day.

I love playing video games, but I only play them on Saturday.

Answers:

- Judy
- Adam
- Dareen

3 [audio 1.06] Listen again and answer the questions

- Ask the students to read the three questions before listening again.
- Replay the audio and have students answer the questions.
- Ask students to volunteer the answers. After each question, ask for more information. For example: *Why doesn't Dareen drink cola?* (Dareen doesn't like cola.) *Where does Adam play football?* (in the park) *Why doesn't Judy eat candy?* (She eats fruit instead.)

Answers:

- Dareen
- Adam
- Judy

STUDENT'S BOOK

page 11

4 [audio 1.07] Listen again and complete the sentences with *and* or *but*

- Hold your book open at page 11 and ask students to look at Exercise 4.

- Ask students to read through the sentences and try to remember the missing words.
- Replay the audio and ask students to complete the sentences.

Answers:

- | | | |
|-------|-------|-------|
| 1 but | 2 but | 3 and |
| 4 and | 5 but | 6 but |

LANGUAGE FOCUS

- Ask students to look at the photo of the girl eating a carrot. Ask the students if this is healthy (yes). Then look at the photo of the girl jumping and ask if this is healthy (yes). Explain that we can use *and* to link two similar ideas: *I eat vegetables and I exercise*.
- Write this sentence on the board: *Omar loves sport and he* and ask students to suggest possible endings.

Accept any reasonable answers such as: *is very fit and healthy/plays football every day*. Make sure the suggestions are linking two similar ideas.

- Write this sentence on the board: *Omar loves sport and he hates watching tennis*. Ask students if this is a good sentence. Elicit the fact that this sentence is surprising and that it links two contrasting ideas.
- Explain that *and* is not the right word to use here. Ask students if they can suggest a better word (*but*).
- Ask students to look at the photograph of the boy with the broken leg. Ask *Do people play football with broken legs?* (No.) Explain that these ideas are contrasting so we use *but* to join them: *I want to play football, but I hurt my leg*.

5 Write sentences in your notebook with *and* or *but* about how you are being healthy. Share your sentences with a partner

- Have students look at the examples at the bottom of the page to give them ideas. Ask one or two students to volunteer answers and then have them write their sentences individually. Early finishers can write extra sentences.
- Have students tell their sentences to a partner. Monitor and help with any problems.

Extra practice

- Play *Funny sentences*. Write these sentence stems on the board and ask pairs to think of funny endings.
I had a terrible day! I slipped on a banana skin and
My naughty dog bit my hand and he
I don't have any money but
The football player missed the goal but
- Ask the class for their suggestions, making sure the students are linking two similar or logically linked ideas with *and*, and they are linking surprising or contrasting ideas with *but*.

1 Read the health problems. Circle the correct answer *a* or *b*

- 1 Ask students *What should you do if you (slip on a banana skin and) fall over?* Accept any reasonable answer.
- 2 Ask students *What should you do if a dog bites you?* Accept any reasonable answer.
- 3 Hold your book open at page 12 and ask students to look at Exercise 6.
- 4 Ask students to look at the pictures. Ask *What is the problem?* Elicit the words *burn*, *cough* and *sprained*. Have students look at the word *sprain* in the box. Explain that this box is part of a dictionary and it shows the meaning of the word. Ask students to guess what the letter *v* means. Elicit that it is short for the word *verb*. Show students other examples from a dictionary when possible.
- 5 Ask students to talk in pairs and choose the best option *a* or *b*.
- 6 Early finishers should think about why this is the best option and why the other option is not a good idea.

Answers:

- 1a – Cold water stops the skin from burning more and cools the skin. Butter can make a burn worse because it stops the skin from cooling down.
- 2b – Hitting someone on the back can move the blockage in the person's throat. Hitting them on the arm will not help and might hurt them even more.
- 3b – The cold ice can help reduce the swelling. Asking someone to jump can cause more damage.

Think!

- 1 Put students in pairs. Have students tell their partner what they know about first aid. Feed answers back to the class.
- 2 Have students work in different pairs to answer the question: *Why is it important to know about first aid?* Accept any reasonable answers.

6 Read the health problems. Circle the correct answer *a* or *b*

- 1 Your friend has a **burn** on his/her hand.

- a Hold the hand under cold water for 10 minutes.
- b Put butter on the burn.



- 2 Your cousin cannot breathe. She is coughing.

- a Hit her on the arm.
- b Hit her on the back with your hand open.



- 3 Your brother **sprained** his foot.

- a Ask him to jump.
- b Press a bag of ice on his foot.



sprain (v): to twist one of the body joints



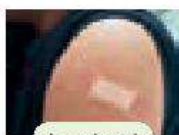
Think!

Why is it important to know about first aid?

7 Look, listen, and say



scrape



band-aid



gloves

8 Read and put the instructions in the correct order

How we can help

- ☐ Ask them to sit down.
- ☒ 1 Someone falls over and cuts their leg. Be a kind friend.
- ☐ The next day, wash the scrape with soap and water again. **Redo** the band-aid.
- ☐ Put on gloves.
- ☐ Wash the scrape with water and soap.
- ☐ Put on a band-aid.



9 Listen and complete the instructions to help someone with a nosebleed

- 1 Someone has a nosebleed. *Be a kind friend.*
- 2 _____
- 3 _____
- 4 Hold their _____.
- 5 Ask them to _____ through their mouth.
- 6 Continue pinching the nose for 5 - 10 minutes.



pinch nose

Find out

What is usually in a first-aid kit?

13

- 4 Have students work in pairs and put the instructions in the correct order. Explain *redo* (do something again).

Answers:

- 2 Ask them to sit down.
- 1 Someone falls over and cuts their leg. Be a kind friend.
- 6 The next day, wash the scrape with soap and water again. Redo the band-aid.
- 3 Put on gloves.
- 4 Wash the scrape with water and soap.
- 5 Put on a band-aid.

9 Listen and complete the instructions to help someone with a nosebleed

- 1 Have students look at Exercise 9. Point to the picture and explain *nosebleed*.
- 2 Have students work in pairs and use the instructions from Exercise 8 and the gapped sentences to complete the instructions on what they should do when someone has a nosebleed.
- 3 Go round while they are working and offer help and support.
- 4 Ask students to read out one completed sentence each to check their answers.

Answer:

- 1 Be a kind friend.
- 2 Ask them to sit down.
- 3 Put on gloves.
- 4 Hold their nose.
- 5 Ask them to breathe through their mouth.

STUDENT'S BOOK

page 13

7 [audio 1.08] Look, listen and say

- 1 Ask students if they have done any first aid, for example using a band-aid or washing a cut. Ask if they have seen their parents doing first aid.
- 2 Have students look at page 13. Point to each picture and say the word. Have students repeat the word after you.
- 3 Check that students have understood the difference between a cut and a scrape. Ask *Which is deeper, a cut or a scrape?* (a cut) *Which bleeds more?* (a cut) *Which do you often get on your knees?* (a scrape.)

Audioscript

Narrator: scrape
band-aid
gloves

8 Read and put the instructions in the correct order

- 1 With books closed, tell students that their friend falls down in the playground and scrapes his / her knee. There are no teachers around. Ask them what they should do.
- 2 Write some of their ideas on the board.
- 3 Have students look at Exercise 8. Tell them not to put the instructions in order yet. Say *How many of your ideas are mentioned?*

Find out!

- 1 If you have a first-aid kit, hold it up but do not open it yet. Ask students where they can find first-aid kits. Accept any reasonable answers such as in people's homes, in schools, on boats.
- 2 Put students into small groups to brainstorm the answer to the question. If your class likes competitions, award points for each correct answer.
- 3 Provide feedback to the class. If you have a first-aid kit, open it and hold up the contents.

Suggested answers:

band-aids, bandages, gloves, antiseptic spray, safety pins, tape, etc.

Closing

- Play *Find the word*. Explain that you are going to read a definition. They have to look through this lesson and find the word. When they know the answer, they should put their hands up but not shout out. When half of the class have their hands up, ask a student to say the answer. This could be done as a team game with groups writing their answers.
- Demonstrate the activity with this definition: *You use this with water to wash a scrape.* (soap)

Definitions and answers:

Something you stick on a cut. (a band-aid)
To twist your ankle and hurt it. (sprain)
You put these on your hands when you do first aid (gloves)
You do this when something is stuck in your throat. (cough)
When you fall over and you scrape your skin off. (a scrape)
A box with plasters and bandages, etc. (first-aid kit)
You get this on your skin when you touch something too hot. (a burn)

- Tell students that in the next lesson, you are going to talk about cakes and cookies from different countries. Have them ask their parents how to make a cake or cookie from another country that they enjoy. Ask them to bring in a recipe book if they have one.

LESSON 4

pages 14-17

Objectives:	To practice answering questions about listening and reading texts To learn to write about ingredients To recognize long and short vowel sounds To learn how to use the prefix <i>re</i> To compare large digits
Vocabulary:	<i>flapjack, oats, stir, slice, reclean, remake, repaint, large numbers, descending order</i>
Language:	Past simple with the prefix <i>re</i> <i>He repainted his house.</i> <i>She redid her homework.</i>
Materials:	Student's Book pages 14-17 Audioscript 1.09-1.10 Cakes and cookies cut into small pieces (optional), recipe books

Opener

- Greet the class. Then say *Hello (name) How are you?* to several students and ask them to ask and answer this question with other students.
- Ask the students to talk in small groups about their favorite cakes and cookies.
- Discuss as a class. Find out what the most popular cakes and cookies are.

STUDENT'S BOOK

page 14

1 Look at the picture and say

- Say *Open your books to page 14.* Point to the picture of the two girls and say *Describe the picture. How do the girls feel?*
- Share feedback with the whole class.

Answer:

The girls feel happy.

2 [audio 1.09] Read and listen. What is a flap jack?

- Read the question. Play the audio and have students answer this question.

22

LESSON 4

1 Look at the picture and say

Describe the picture. How do the girls feel?



2 Read and listen. What is a flapjack?

Talia learns to love flapjacks!

Talia and Suzanne are good friends. Talia is Egyptian and Suzanne is British. Their parents are friends too. They talk together a lot. They are sad when they say goodbye.

One day, Talia and her mom go to Suzanne's apartment. Talia is excited, but she is a bit worried. What is British food? Does it taste good? Suzanne says, 'Please have some tea, Talia. Would you like a flapjack? My mom and I made them.'

Suzanne has a plate in her hands. On the plate there are big, square cookies. Talia looks at the flapjacks.

'Suzanne, I am very happy you made them for me, but what is a flapjack?' she asks.

Suzanne says, 'They are cookies. I make them with oats, butter, and honey. Try a little.'

Talia's mom smiles too. Talia tries a flapjack. It's delicious!

'I love it!' she says. 'How do you make them?'

Suzanne says, 'It's very easy. Next time you visit us, we can make them together!'

Talia says, 'What a great idea!'

- Ask *Has anyone ever tried a flapjack? If not, do you think you would like it?*

Audioscript

Talia and Suzanne are good friends. Talia is Egyptian and Suzanne is British. Their parents are friends too. They talk together a lot. They are sad when they say goodbye.

One day, Talia and her mom go to Suzanne's apartment. Talia is excited, but she is a bit worried. What is British food?

Does it taste good? Suzanne says, 'Please have some tea, Talia. Would you like a flapjack? My mom and I made them.'

Suzanne has a plate in her hands. On the plate there are big, square cookies. Talia looks at the flapjacks.

'Suzanne, I am very happy you made them for me, but what is a flapjack?' she asks.

Suzanne says, 'They are cookies. I make them with oats, butter, and honey. Try a little.'

Talia's mom smiles too. Talia tries a flapjack. It's delicious! 'I love it!', she says. 'How do you make them?'

Suzanne says, 'It's very easy. Next time you visit us, we can make them together!'

Talia says, 'What a great idea!'

Answers:

A flapjack is a type of British cookie made with butter, honey and oats. It is often cut into squares.

3 Work with a partner. Ask and answer

1 Who are Talia and Suzanne?

2 Where are they?

4 Read again and answer T (True) or F (False)

1 Suzanne goes to Talia's apartment.

2 Suzanne is from Egypt.

3 Talia loves flapjacks.

4 Talia wants to make flapjacks.

5 You need apples to make flapjacks.



1

Find out

5 Read Suzanne's recipe for flapjacks. What is your favorite Egyptian dessert? Find out what the ingredients are and how you can make it.

This is how Suzanne and her mom make flapjacks:

- Melt the butter, sugar, and honey in a large pan over low heat.
- Add **oats** and salt and then **stir** well.
- Bake for 20 minutes.
- When the flapjacks are cold, **slice** into small squares.

Ingredients

220g butter
150g brown sugar
150g honey
440g oats
10g salt

15

STUDENT'S BOOK

page 15

3 Work with a partner. Ask and answer

- 1 Ask students to look at page 14 and answer the questions in pairs.
- 2 They can read the text again if necessary.

Answers:

- 1 They are good friends. Talia is Egyptian and Suzanne is British.
- 2 They are at Suzanne's apartment.

4 Read again and answer T (True) or F (False)

- 1 Tell students to reread the text more closely and say if the sentences are true or false. Ask students to work individually, and only compare answers when they have finished.
- 2 Early finishers should correct the mistakes to make the sentences true.

Answers:

- 1 F (Talia goes to Suzanne's apartment.)
- 2 F (Suzanne is from England.)
- 3 T (Talia thinks they are delicious.)
- 4 T
- 5 F (You need butter, honey and oats.)

Find out!

5 Read Suzanne's recipe for flapjacks. What is your favorite Egyptian dessert? Find out what the ingredients are and how you can make it.

- 1 Ask students to read the recipe and list of ingredients on page 15. Make sure students know the meanings of the words in bold. You can show a picture of oats and mime the other words in bold. Have the students work in pairs and share answers to the questions in Exercise 5.
- 2 Monitor and encourage students to write a list of ingredients for their favorite desserts.

Follow-up activity

- 1 Ask the students if they remembered to ask their parents about a cake or cookie from another country. Put students in groups so that there is a student who did the homework in each group.
- 2 Ask the students to tell each other about their cakes and cookies and where they are from. Each student should decide which cake or cookie they would like to try.
- 3 Count how many different countries the students talked about.
- 4 Students should work individually. If students cannot decide what to write about, they can look at the recipe books.
- 5 Stronger students should write more detail about their cake or cookie. For example, where it is from and how it is made.
- 6 Praise students' efforts.

6 Look at the pictures and complete the words

- 1 Tell students you are going to look at how English spelling sometimes helps us learn how to pronounce words.
- 2 Ask students to look at page 16 and complete the labels. They can check their answers in the next exercise.

7 [audio 1.10] Listen and check. Then say

- 1 Use the audio to go through the answers. Have the students repeat each word.
- 2 Have students repeat *bag* and *cake*. Ask them which vowel sound is long (cake) and which is short (bag).
- 3 Repeat for the other word pairs: *mom* (short), *nose* (long); *mix* (short), *rice* (long).
- 4 Ask students if they can see a spelling pattern with the long vowel sounds (vowel + consonant + e). This is sometimes called the Magic E. Ask them how the Magic E changes the sound of the word. (It makes the vowel say its name.) Tell students this rule does not always apply but that it is helpful.)

Audioscript and answers:

1 bag	2 cake	3 mom
4 nose	5 mix	6 rice

Extra practice

Write these words on the board and have students pronounce them with and without the *Magic E*:

can / cane bit / bite hop / hope cut / cute

8 Read and change the verbs with *re*

- 1 Write this sentence on the board: *She forgot to use honey, so she had to remake the flapjacks.* Ask students to guess what the word *remake* means (to make again).
- 2 Ask students to look at page 16 and read the example sentence. Explain that *re* is often used to talk about doing something again in a slightly different way. It is used instead of *again*.
- 3 Say *Please rewrite these sentences using the prefix re.*
- 4 Make sure students do not use the word *again* as well as *re*.
- 5 Early finishers should rewrite these sentences (answers in brackets):
 - They visited the town again. (They revisited the town.)
 - I heated my dinner again in the microwave. (I reheated my dinner in the microwave.)
 - Her paragraph was not good, so she wrote it again. (Her paragraph was not good, so she rewrote it.)

Answer:

- 1 He repainted his house.
- 2 She recleaned her bike.
- 3 He remade the flapjacks.
- 4 She redid her homework.

6 Look at the pictures and complete the words



b _ g



c _ k _



m _ m



n _ s _



m _ x



r _ c _

7 Listen and check. Then say

8 Read and change the verbs with *re*

The prefix '*re*' means 'again'.

The next day, wash the scrape with soap and water again.

Redo the band-aid.

- 1 He painted his house again. He repainted his house.
- 2 She cleaned her bike again. _____
- 3 He made flapjacks again. _____
- 4 She did her homework again. _____

Extra practice

- 1 Have students work in small groups or pairs.
- 2 Have students talk about these topics: A film you like rewatching. A time you had to redo your homework. A place you revisited.

CLIL: MATH

Comparing large digits: Ascending order

9 Look and say

544,432

five hundred, forty-four thousand, and four hundred thirty-two

178,880

one hundred, seventy-eight thousand and eight hundred and eighty

10 Put the correct sign (< , > , or =)

1	655,534	<	698,881
2	10,000,000		ten million
3	100,000,000		99,999,999

11 Arrange these numbers in ascending order

1 87,909 - 87,092 - 87,990

2 233,346 - 10,009 - 20,665

3 20,000 - 20,310 - 19,311



Find out

The numerical digits we use today 1, 2 and 3 are based on the Hindu-Arabic numeral system. This system was developed over 1000 years ago. Can you find the smallest five-digit number?

- Explain that students should work in pairs to put the correct symbol between each of the pairs of numbers.
- Check answers as a class.

Answers:

 $2 = 3 >$

11 Arrange these numbers in ascending order

- Ask students to write the numbers in Exercise 11 in order with the smallest number on the left, and the largest number on the right.
- Encourage students to check their answers by reading the numbers to their partner.
- Monitor as students work and correct the numbers as necessary.

Answers:

1	87,092	87,909	87,990
2	10,009	20,665	233,346
3	19,311	20,000	20,310



Find out!

- Read the text with the class. Explain what a 'five-digit number' is (in the format xx, xxx).
- Ask students to work in pairs to find the smallest five digit number (10,000).

Closing

- Ask students to close their books and tell you something that they have learned this lesson.
- Tell students that for the next lesson, everyone should find out one fact about the Damietta governorate.
- Ask students to bring any books they have about Egypt to class next lesson.

Presentation

- Review ones, tens, hundreds, and thousands with the class. Write two numbers on the board, one small number (one or two digits) and one large number (four to six digits). Ask students to say which one is small and which one is large. (The one or two-digit number is small because it has only one number in the ones and/or one in the tens. The second number is large because it has one number in the thousands and ten thousands).
- Show the students that when you arrange numbers in ascending order, you arrange the number from the smallest to the largest or greatest number. Write some numbers and ask for students to help you arrange them in ascending order.

STUDENT'S BOOK

page 17

9 Look and say

- Ask students to look at the two numbers at the top of the page. Read the numbers together as a class. Ensure that students understand how the figures correspond to the words.

10 Put the correct sign (< , > , or =)

- Ask students to read the instructions. Review the meaning of the symbols (> is smaller than, < is bigger than, = equals).

LESSON 5

pages 18-19

Objectives:	To read and answer questions about a factual text To research information about a place in Egypt To plan and present the research in a poster or PowerPoint @ To plan an oral presentation of the research
Vocabulary:	<i>governorate</i>
Language:	Present simple questions <i>Where is it?</i> <i>What do farmers produce there?</i> <i>What is it famous for?</i> <i>Who lives there?</i>
Materials:	Student's Book pages 18-19 Books on Egypt, poster-making resources (card, paper, glue, scissors)

Opener

- Put students in small groups. Write *The Damietta governorate* on the board. Have students tell each other the facts they found out for homework.
- Conduct feedback by asking each group to tell the class their most interesting fact.

STUDENT'S BOOK

page 18

1 Read the text and join the sentence halves

- Say *Open your books to page 18*. Point to the picture and text at the top of the page. Ask students to read the text and check if any of their facts are mentioned.
- Have students read the text again and tell you any new facts they learned.
- Have students match the sentence halves individually, then check as a class.
- Monitor and help students if they try to answer 2a (this is grammatically possible but means that they cannot answer number 4).

Answers:

1c 2d 3b 4a

2 Work in groups. Choose another governorate

- Put students into small research groups. Try to create groups containing students with different strengths and weaknesses.
- Tell students they need to choose a place in Egypt to learn about and give a presentation on. They should choose together. If they cannot agree on a place, ask them to take a vote.
- Have students brainstorm everything they know about the area.
- Ask the students to look at the questions in Exercise 2 as a basis for their research.

LESSON 5

Food from Damietta governorate

The land in Damietta governorate is rich in nutrients. The farmers can grow rice, tomatoes, potatoes, wheat, lemons, grapes, and guavas.

Fishermen catch thousands of fish in the sea. Cows, goats, and sheep live in Damietta governorate too. Domiat cheese is very famous.

About one and a half million people live in this part of Egypt. Life is good in Damietta!



1 Read the text and join the sentence halves

- | | |
|-------------------------------|--|
| 1 Damietta is famous | a live in Damietta governorate. |
| 2 The animals you see | b tomatoes, potatoes, wheat, lemons, and guavas. |
| 3 The farmers grow | c for Domiat cheese. |
| 4 About 1.5 million Egyptians | d in Damietta are goats, cows, and sheep. |

2 Work in groups. Choose another governorate

- Write down everything you know about the place.
- Think what information you need.
 - Where is it?
 - What do farmers produce there?
 - What is it famous for?
 - Who lives there?

UNIT 1

3 Do some research and write what you learned

K What I Know	W What I Want to Know	L What I Learned
Farmers in Minya grow sugarcane.		

4 Decide how you will present your information, e.g. poster, Powerpoint, etc.

- Write your text
- Draw or glue your pictures

5 Choose part of the presentation for everyone in the group. Complete the table below

Name	Introduction
Name	Topic 1 _____
Name	Topic 2 _____
Name	Topic 3 _____
Name	Final points

19

Closing

- Praise the students for their group work and collaborative skills.
- Tell students that they will present their work together next lesson.

STUDENT'S BOOK

page 19

3 Do some research and write what you learned

- 1 Have the groups think of more questions that they would like to research. Tell students they can record their questions in the KWL table in Exercise 3. Set a time limit.
- 2 Walk around the class and monitor, offering help and support. Encourage early finishers to think of more research questions.

4 Decide how you will present your information, e.g. poster, PowerPoint, ® etc.

- 1 Encourage groups to decide how they will present the information they researched. They may decide this information will be presented best as a poster, for example.
- 2 They should start planning what to say and draw.

5 Choose part of the presentation for everyone in the group. Complete the table below

- 1 Students then decide which member of each group will present which part.
- 2 Encourage them to complete the table. Make sure each group member knows their role.
- 3 At the end of the lesson, they should have created a poster or PowerPoint, ® and each know what their role will be in the oral presentation next lesson.

LESSON 6

pages 20-21

- Objectives:** To prepare and give an oral presentation about a place in Egypt
To revise the language and vocabulary learned in Unit 1
To complete a self-assessment of their progress
- Vocabulary:** Revision of words from Unit 1
- Language:** Revision of language from Unit 1
- Materials:** Student's Book pages 20-21
Students' posters / presentations from the previous lesson

Opener

- Have students sit in their presentation groups.
- Brainstorm what makes a good presentation. Elicit ideas, for example: talking clearly so everyone can hear, looking at the people you are presenting to, showing your pictures, smiling to show you are enjoying the experience; other students listening quietly and asking questions at the end.

STUDENT'S BOOK

page 20

1 Practice your presentation with your group

- Say *Open your books to page 20*. Point to the picture of the boy and read the advice.
- Set a time limit for students to practice their presentations in their groups. Monitor and help as necessary.

2 Show your presentation to the class

- Have each group present to the class. Make sure the other groups are listening and making notes.
- Remove posters and PowerPoint presentations when they are not being used so that students focus on the presentations.
- When all groups have finished presenting, praise the students.

3 Listen and write. Share your ideas

- Focus on the questions in the table and check understanding.
- Students then answer the questions about the presentations they have heard. Go around and monitor as they are doing this.
- Conduct feedback with the whole class. Do all the students agree? You could have a class vote on the most interesting presentation.

LESSON 6

PRESENTATION

1 Practice your presentation with your group

- Speak loudly so everyone can hear you.
- Show your poster or Powerpoint presentation.

2 Show your presentation to the class



3 Listen and write. Share your ideas

	Group 1	Group 2	Group 3	Group 4
What was interesting?				
What did you learn?				
Did everyone in the group speak?				

SELF-ASSESSMENT

4 Complete the letters to make food words

1 	2 	3 	4 	5 
w _ t e r m _ l o n	b a n _ n a s	p _ t a t _ e s	r _ c _	m _ n g _ e s
6 	7 	8 	9 	10 
m _ k	g r _ p _ s	o _ i o _ s	s u g a r c _	e c h _ c k e

5 Write the words in the correct column

mouth nose small intestine lungs diaphragm esophagus	Digestive system	Respiratory system

6 Circle the correct word in each sentence

- Faten loves ice cream **and** / **but** chocolate.
- My dad is Egyptian, **and** / **but** his dad is French.
- Waleed speaks English, **and** / **but** he can't speak Chinese.
- We wash a scrape **and** / **but** stick a band-aid.

7 Think about Unit 1

Write two things you enjoyed. Write two things you learned.

21

system or the respiratory system.

- Elicit an example answer for mouth, then allow students to work individually.

Answers:

Digestive system	Respiratory system
mouth	nose
small intestine	lungs
esophagus	diaphragm

6 Circle the correct word in each sentence

- Explain the task. Students read the sentences and circle the correct word.
- Again, elicit an example answer, then allow students to work individually.

Answers:

1 and 2 but 3 but 4 and

7 Think about Unit 1

- Read the instructions and check they understand the task.
- Accept any reasonable answers and make a note of what the children found easy/difficult, interesting/boring, etc.
- Early finishers can look through the unit and write vocabulary words on small pieces of paper. These words can be used to play a variety of games (see Extra practice below). You may need to write some of your own words depending on the size of the class.

STUDENT'S BOOK

page 21

Self-Assessment

Opener

- Ask students to look at page 21. Explain that this is a self-assessment so they should work individually. Remind the students that this is not a test, it is to help them see what they understand and what they need more practice with.
- Demonstrate how they should do each exercise.

4 Complete the letters to make food words

- Focus on the pictures and the gapped words.
- Elicit the answer for the first gapped word (watermelon).
- Students complete the remaining words individually. Go around and offer help and support.

Answers:

- | | | |
|--------------|-----------|-------------|
| 1 watermelon | 2 bananas | 3 potatoes |
| 4 rice | 5 mangoes | 6 milk |
| 7 grapes | 8 onions | 9 sugarcane |
| 10 chicken | | |

5 Write the words in the correct column

- Explain the task. Students complete the table with the words in the box, depending on whether they refer to the digestive

Extra practice

- Play *Guess the word* (Games Bank, page 156). One student chooses a word from the pile. They do not show it to the others in their group. The student tries to draw or act the word for the others to guess.
- Play *Back to the board*. Ask a student to sit in a chair facing away from the board. They must not look at the board. Choose one of the words from the pile and write it on the board. The class must explain the word for the child to guess.
- Write the words *Fruit*, *Vegetable* and *Dessert* on three different pieces of paper and stick them around the room. Read out this list and have the students point or walk over to the correct category: Banana (fruit), carrot (vegetable), grapes (fruit), flapjack (dessert), lemon (fruit), watermelon (fruit).

Closing

- Ask students to open their books at page 3. Point to *In this unit I will ...* and have pairs work through the list. Did they learn or do these things?
- Have small groups research what one of these organs does and teach the other students: *lungs*, *diaphragm*, *esophagus*, *stomach*.
- Praise the students for their work this unit. Tell them that in the next unit, they will be learning about animals that live in Egypt.

UNIT 2

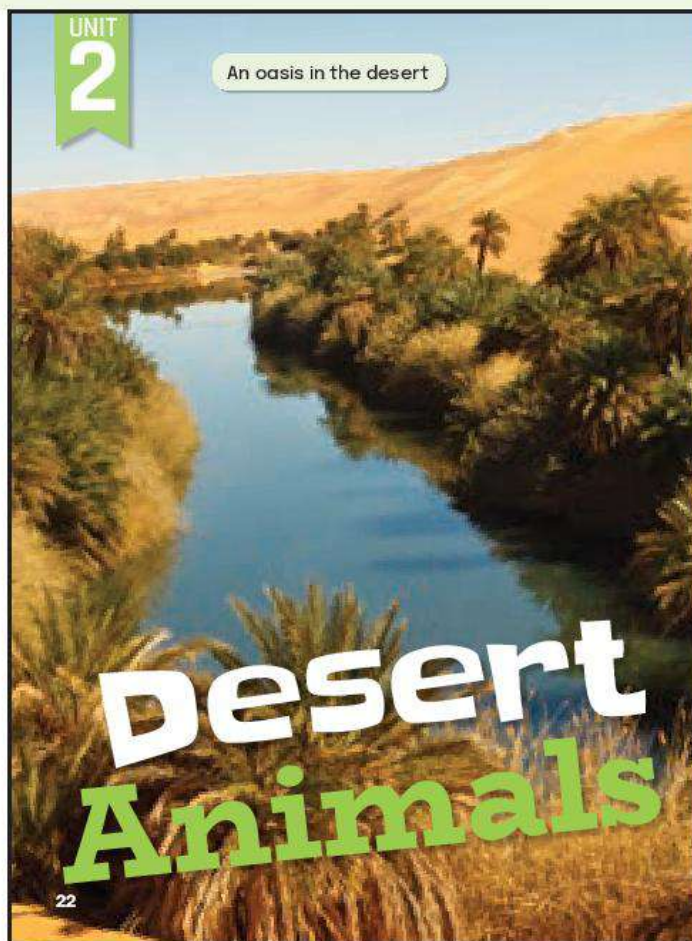
Introduction

pages 22-23

Objectives:	To introduce students to the topic of the unit To introduce students to the idea of a habitat
Vocabulary:	<i>desert, oasis, penguin</i>
Materials:	Student's Book pages 22-23

Opener

- Ask one or two students *What's your favorite animal?* Have students ask each other. You can do this as a class mingle or in small groups.
- Ask another student *What's your favorite animal?* Follow up with *Where do they live?* Repeat with a few more students. Stop when they have suggested two or three different habitats (for example, the sea, rivers, in the mountains, in houses, in cold countries, etc.).



STUDENT'S BOOK

page 22

- 1 Say *Open your books. Look at page 22.*
- 2 Point to the picture on page 22 and ask *What can you see?* Have students talk in pairs. Say *Name as many things in the picture as you can. You have one minute.*
- 3 Conduct feedback with the whole class. Elicit the following words if the students do not say them: *desert, oasis, trees.*

(Inclusive Techniques Unit 2, refer to page xii)

In this unit I will ...

- listen, read, research, and write about desert animals.
- practice making comparisons.
- listen to a short story.
- learn about the difference between the /p/ and /b/ sounds.
- write a fact file.
- research and make a poster.

UNIT
2

Look, discuss, and share

What is this place? Which animals live here?

Did you know?

The Sahara Desert covers large parts of ten countries in Africa. It is very big, but Antarctica is bigger!



Find out

How big are the Sahara Desert and Antarctica? What kind of animals live in both? Share your answers with your partner.



23

- 2 Say *What is this animal called?* (a penguin). *Do other animals live there? What are they?* Then go over their answers.

Suggested answers:

The Sahara Desert is 9.2 million km² and Antarctica is 13.8 million km².

Animals that live in the Sahara Desert: deer, foxes, cobras, chameleons.

Animals that live in Antarctica: penguins, seals, whales, foxes, gazelles, sheep.

Extra practice

- 1 Ask students *What is it like in Antarctica?* (cold, icy, snowy) *Why can't cows live in Antarctica?* (It is too cold. There is no grass).
- 2 Write on the board _____ *can't live in Antarctica because* _____ and elicit the answer. Explain that they should use a plural (cows) to make general statements. Model a few example sentences such as: *Monkeys can't live in Antarctica because there are no trees. Turtles can't live in Antarctica because the sea is frozen.*
- 3 Have students work in pairs and think of other animals.
- 4 Ask two or three pairs to give their answers.
- 5 Write the word *habitat* on the board. Elicit the meaning: *An animal's natural home or environment.*
- 6 Explain that in this unit, you are going to look at how animals have changed to suit their habitats.



Look, discuss, and share

- 1 Say *Look at page 23* and hold your copy up, open at page 23. Wait until all students have their books open at the right place. Read the questions. Have students ask each other the questions.
- 2 Ask students which animals live in the desert. Accept all good answers, but do not tell them any answers yet. Say *We will learn which animals live here in this unit.*

Did you know?

- 1 Read the sentence.
- 2 Check that the students know where Antarctica is (at the South Pole). Know where the Sahara Desert is (North of Africa).



Find out

- 1 Read the instructions to the students and have them brainstorm ideas for one minute. Have students search for more information about both the Sahara Desert and Antarctica; for example, how big they are, the animals that live there, etc. Ask *How big is the Sahara Desert? Is it more or less than five million square kilometers?* Do the same for Antarctica.

LESSON 1

pages 24-25

Objectives:	To read and listen to a text about animals To introduce students to vocabulary about animals To introduce students to vocabulary to describe animals
Vocabulary:	<i>beak, camel, crocodile, cute, dangerous, huge, eagle, feather, fennec fox, fur, important, insect, lizard, pelican, scary, snake, spider, wing</i>
Language:	Descriptive adjectives <i>I think crocodiles are scary. Spiders are very helpful.</i>
Materials:	Student's Book pages 24-25 Audio files 1.11-1.14

Opener

- Say *Which animals live in Egypt? Make a list. You have one minute.*
- Accept all reasonable answers. If your class likes competition, find out which pair wrote the most animals.
- Start by using pictures of the animals: crocodile, spider, snake, eagle, pelican. Say the new words and ask the class to repeat.
- Show the class some pictures of these groups: insects, birds and lizards. Explain that each group includes many animals. For example, crocodiles and snakes are lizards.
- Say some of the animals and ask students to say the group they belong to.

STUDENT'S BOOK

page 24

1 [audio 1.11] Listen and read

- Students should keep their books closed. Say *We are going to listen to a conversation between Tarek, Mom and Sara. Write down the animals you hear.* Tell them they won't have time to write all the animals.
- Have the students talk about their answers in pairs (crocodile, spider, insect, snake, bird, lizard, eagle, pelican, fish).
- Write the question *Why are all animals important?* on the board. Explain that they are going to listen and read the text and answer this question. (Animals are important because they eat other animals and control the number.)
- Check that students understand the meaning of *control the number*. Say *Snakes control the number of lizards. Does this mean the number goes up or down?*
- Write *Look at the crocodile. It's huge.* on the board. Underline the word *huge*. Ask questions to elicit the meaning of *huge* (very big). Explain that this is an adjective and that it is used to describe a noun (the crocodile). Do the same with the other adjectives (scary, dangerous, helpful).
- Tell students they are going to listen and read again. They should underline any words they don't know.
- Play the audio and monitor by walking around the class. Help with any vocabulary problems.

LESSON 1 ANIMALS IN EGYPT

1 Listen and read

- Mom:** Look at all these animals that live in our country.
- Sara:** Look at the crocodile, it's **huge**!
- Tarek:** Huge and scary!
- Sara:** I think the spider is scarier.
- Mom:** Yeah, but spiders are very **helpful**. They eat insects. Farmers like spiders.
- Sara:** Ok, what about the snake and the crocodile? They're **dangerous**, aren't they?
- Mom:** Yes, that's true, but they do a very important job. They eat insects, birds and lizards. This **controls** the number of these small animals.
- Tarek:** Eagles do the same job.
- Sara:** The pelican eats small fish.
- Mom:** You're right! We sometimes think some animals are scary or ugly, but they are all important.



Tarek, Mom, and Sara

2 Listen again and answer

- Does Tarek like crocodiles? _____
- What do snakes and crocodiles eat? _____
- Why do farmers like spiders? _____
- What does the verb *control* mean?
 - a make the number of animals bigger.
 - b make the number of animals fewer.

Audioscript

- Mom:** Look at all these animals that live in our country.
- Sara:** Look at the crocodile, it's huge!
- Tarek:** Huge and scary!
- Sara:** I think the spider is scarier.
- Mom:** Yeah, but spiders are very helpful. They eat insects. Farmers like spiders.
- Sara:** Ok, what about the snake and the crocodile? They're dangerous, aren't they?
- Mom:** Yes, that's true but they do a very important job. They eat insects, birds, and lizards. This controls the number of these small animals.
- Tarek:** Eagles do the same job.
- Sara:** The pelican eats small fish.
- Mom:** You're right! We sometimes think some animals are scary or ugly, but they are all important.

2 [audio 1.12] Listen again and answer

- Explain that the students should read the text and answer the questions.
- Stronger students should use full sentences. Weaker should write the key words.


UNIT
2


3 Listen and say. Then write

eagle fennec fox crocodile snake spider camel pelican

1 

2  fur

3  wing feather

4 

5 

6  beak

7 

4 Listen again and answer

Which animals do Tarek and Sara **not** talk about? _____

5 What do you think?

- Which animals are scary?
- Which animals are dangerous?
- Which animals are cute?
- Only cute animals are important. Do you agree?

I think crocodiles are scary, but they control the numbers of small animals

25

Answers:

- No, Tarek does not like crocodiles. He thinks they are huge and scary.
- Snakes and crocodiles eat birds, lizards, and other small animals.
- Farmers like spiders because they eat insects.
- b make the number of animals fewer.

STUDENT'S BOOK

page 25

3 [audio 1.13] Listen and say. Then write

- Focus on the words in the box. Explain that students should listen and label the pictures with the correct words.
- Play the audio. Pause after each animal name and have the students repeat.

Audioscript

- | | | |
|-------------|--------------|-----------|
| 1 camel | 2 fennec fox | 3 eagle |
| 4 crocodile | 5 spider | 6 pelican |
| 7 snake | | |

Answers:

- | | | |
|-------------|--------------|-----------|
| 1 camel | 2 fennec fox | 3 eagle |
| 4 crocodile | 5 spider | 6 pelican |
| 7 snake | | |

4 [audio 1.14] Listen again and answer

- Tell them to look at the animals in Exercise 3. Read the question to the class. Then play the audio from Exercise 1 again.
- Check their answers.

Answers:

Tarek and Sara do not talk about camels or fennec foxes.

5 What do you think?

- Write the words *scary*, *dangerous* and *cute* on the board. Elicit the meanings from the students.
- Tell students to write their answers to the questions in Exercise 5. If your class is strong, they can think about their answers without writing them.
- Put students in pairs. Say *Ask and answer these questions in pairs. Do you agree?* Encourage full sentences.
- Ask a few pairs to tell you their answers.

Suggested answers:

- I think snakes are scary.
- I think crocodiles are dangerous.
- I think fennec foxes are cute.
- No, I do not agree. All animals are important.

Extra practice

- Play *Who am I?* Say *We are going to play a guessing game. I am thinking of one of the animals in the book. You have to guess which animal by asking me questions. I can only say yes or no.* Demonstrate the game in front of the class.
- If your students struggle to form questions, write these sentence stems on the board:
 - Are you (adjective)?
 - Do you eat _____?
 - Do you live in _____?
 - Do you have (fur / wings / a beak / six legs)?
- Have pairs continue. Stronger pairs can choose animals not listed in the book.

Closing

- Ask students to look again at pages 24-25 and make a note of all the adjectives used to describe animals (huge, scary, helpful, dangerous, important, ugly).
- Ask students to think of more adjectives that can be used to describe animals (for example, beautiful, strong, shy, friendly, fierce, soft, slimy, scaly, exotic).
- Remind students about what they have learned so far. Praise their achievements.
- Say that in the next lesson, they will look at some fact files about different animals.

LESSON 2

pages 26-29

- Objectives:** To read fact files about desert animals
To practice reading for specific information
To talk about animal facts
To write short sentences describing animals
- Vocabulary:** *centimeter, heavy, long, tall, to fly, to live; open area, mammals, female, male*
- Language:** Present simple, questions and answers
How long is it? *A fennec fox is 30-40 centimeters long.*
What does it eat?
It eats small lizards and mice.
How long does it live? An eagle lives around 30-40 years
- Materials:** Student's Book pages 26-29
Three pieces of A4 with one animal name written in large writing on each (fennec fox, steppe eagle); sticky tack

Opener

- Play *Animal ladders*. Draw a ladder on the board. Write *camel* at the bottom of the ladder.

camel

- Tell students they have to think of an animal starting with the last letter of camel, e.g. lizard.
- Write this animal on the next line. Continue like this until you are at the top of the ladder. If they cannot think of an animal, the game is over and they lose. Start again with a new animal.

Suggested answers:

rabbit
tiger
goat
dog
lizard
camel

STUDENT'S BOOK

page 26

1 Work in pairs. Discuss these questions

- Check that the students understand the meaning of desert. Ask *Does it rain a lot in the desert?* (No, it rains less than 25 centimeters a year.) Ask if they can name any deserts, for example Antarctica and the Sahara.

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LESSON 2

CLIL: SCIENCE

1 Work in pairs. Discuss these questions

- What Egyptian desert animals do you know?
 - Is it easy to live in the desert? Why? What problems do animals have?
- 2 Look quickly at the fact files and answer**
- Which animal has big ears?
 - Which animal can fly?
 - Which animal lives for about forty years?

Animal fact file

Fennec Fox	
Where does it live?	In the deserts of North Africa
How tall is it?	20 centimeters
How heavy is it?	about 1 kilogram
How long is it?	30 - 40 centimeters
What does it eat?	insects, small lizards, mice

The fennec fox lives in the desert. It's smaller than other foxes. Its ears are big, really big! The fennec fox needs big ears to hear insects and small animals. During the day, it's hot in the desert. The fox loses heat from its ears. At night it's cold. The fox's thick fur keeps it warm.



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- Have students ask and answer questions 1 and 2 in pairs.
- Accept any reasonable answers.

Suggested answers:

- 1 camels, gazelles, snakes, etc.
- 2 No. There is very little water. There are not many plants. Deserts can be very hot / cold and very windy.

2 Look quickly at the fact files and answer

- Point to the fact files and explain that students are going to read them quickly to find information. Ask *Are you going to read the fact files very carefully?* (No.) *Are you going to read them quickly and not worry about difficult words?* (Yes)
- Have students read the texts and answer questions 1-3. Monitor and stop the students as soon as most of them have finished.

Answers:

- 1 Fennec fox
- 2 Steppe eagle
- 3 Steppe eagle

Animal fact file

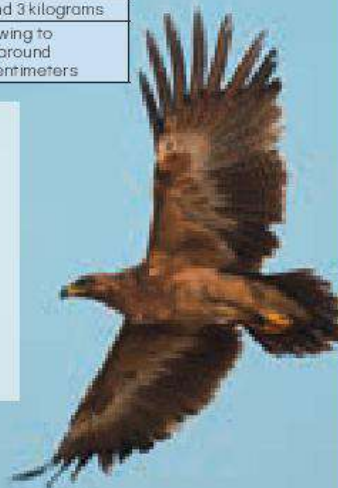
UNIT
2

Steppe Eagle

How long does it live?	around 30 – 40 years
How heavy is it?	around 3 kilograms
How long is it?	from wing to wing around 170 centimeters

Look at the eagle flying. It's beautiful, isn't it? The steppe eagle travels from Europe to Africa in winter. It lives in very big, **open areas**.

It eats other birds, small **mammals** and rabbits. When it opens its wings, it's longer than you! The **female** is bigger and heavier than the **male**.



3 Read the fact files. Say one fact about each animal

A fennec fox is 30 centimeters long

27

STUDENT'S BOOK

page 27

3 Read the fact files. Say one fact about each animal

- 1 Have the students find one interesting fact about each animal.
- 2 Conduct whole class feedback.

Extra practice

- 1 Stick the two animal names around the class.
- 2 Say *Listen to my sentence. Point to the right animal.* Read sentences about the animals and have the students point to the correct name. Example sentences:
This animal travels from Europe to Africa in winter. (steppe eagle)
This animal has big ears. (fennec fox)
This animal weighs about 3 kilograms. (steppe eagle)
This animal has thick fur. (fennec fox)

4 Read the fact files again. Choose the best answer

- 1 Ask students to read the questions and options first.
- 2 Students then read the texts again more carefully and choose the best answers.

Answers:

1b 2b

Extra practice

- 1 Have the students write a question about an animal they like. Tell them to copy the style of Exercise 4 and write three possible answers a, b, and c. Explain that only one answer should be correct.
- 2 Students should swap papers and try to choose the correct answer.

5 What did you learn? Work with a partner. Ask and answer

- 1 Put the students into two groups. Say *You are going to reread one text and become experts on that text.* Group one should reread the text about the fennec fox, group two should reread the text about the steppe eagle. Students should help others in their group with vocabulary.
- 2 Make a new group of two containing one student from group 1 and one from 2.
- 3 Explain that they are going to ask questions about the text. Elicit possible questions onto the board by saying the key word:

(long)	How long is it?
(weigh)	How heavy is it?
(eat)	What does it eat?
- 4 Explain that they can ask any questions, these are just examples.
- 5 Student 1 in each group should close their book and the other students ask them questions. Repeat for students 2. Make sure students answer the questions correctly.
- 6 Conduct feedback to the whole class. Elicit one or two interesting facts.



Think!

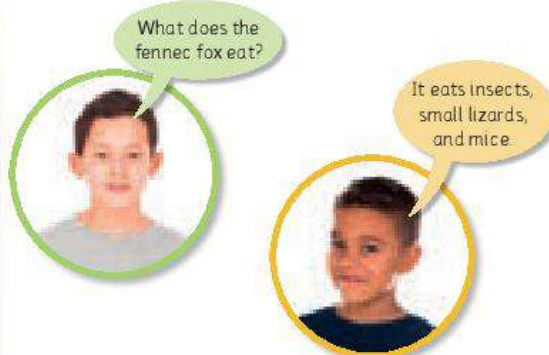
- 1 Demonstrate the activity. Tell the students which animals scare you and why. For example: *Sharks scare me. They have big teeth and are very strong. I saw a scary movie about sharks last year.*
- 2 Have students talk together about which animals scare them. Encourage them to give reasons.

4 Read the fact files again. Choose the best answer

- 1 Why does the fennec fox have big ears?
 - a So it can see small animals and insects.
 - b So it can hear small animals and insects.
- 2 Why do you think the steppe eagle travels from Europe to Africa in winter?
 - a Because Africa is bigger than Europe.
 - b Because Africa is warmer than Europe.



What did you learn? Work with a partner. Ask and answer



Think!

Which animals scare you? Can you say why?

6 Think and write

UNIT
2

Look at the snake. What is it doing? How does it feel? Why?
 The snake is lifting its head up. It probably feels scared. It saw someone or something.



Look at the eagle flying. What can it see? How does it feel?

29

STUDENT'S BOOK

page 29

6 Think and write

- 1 Say *Turn to page 29*. Wait until all students have their books open at the right place. Point to the picture of the snake. Ask students to describe what they can see and guess what is happening. Accept all reasonable answers. Draw students' attention to the questions in the book. Ask students to write suitable answers.
- 2 Now ask students to write sentences about the two pictures to answer the questions. Stronger students should write in their exercise books so that they can write more sentences.
- 3 Fast Finishers can play another round of *Animal ladders*.

Closing

- Write these numbers on the board: 20, 170, 1, 30.
- Ask students why these numbers are important. See if they can answer with their books closed. (Answers: 20 – a fennec fox is 20cm tall, 170 – a steppe eagle's wings measure 170 cm, 1 – a fennec fox weighs 1 kg, 30 – a fennec fox is 30-40cm long.)
- Tell students that in the next lesson, they are going to learn about camels and horses. Ask them to think of one fact about each animal for the next lesson.

LESSON 3

pages 30-33

Objectives:	To learn facts about camels and horses To practice comparative forms to talk about animals
Vocabulary:	<i>beautiful, amazing, big, delicious, fast, nice, noisy, short, slow, small, strong, thin, perfect, noisy, large, flat feet, beautiful</i>
Language:	Comparatives of adjectives <i>Horses are slower than camels. A snake is more dangerous than a fox.</i>
Materials:	Student's Book pages 30-33 Audio file 1.15

Opener

- Ask students *What facts do you know about horses and camels?*
- Say *Tell each other your facts. Did anyone say the same fact as you?* If you have enough space in your classroom, the students could walk around telling each other. If not, ask them to talk to the students sitting near them.

STUDENT'S BOOK

page 30

1 What do you know about camels? Discuss with your partner

- Ask students to work in pairs and tell each other anything they know about camels.
- Walk around monitoring and make a note of any interesting facts.
- Share some of these facts with the class.

2 Read about camels and check your answers. What is surprising about camels?

- Point to the text about camels. Say *Read this information. Does it have any of your facts?* Give students time to read the text and answer the question.
- Feedback with a few pairs.

Suggested answers:

They don't need to drink water often. They have special ways to close their noses and eyes to stop the sand from coming in.

Extra practice

- Tell the students that you are going to read some sentences about camels. Each sentence has a mistake.
- Tell the students to shout out the mistakes. This is a fun, quick activity. Do not spend too long on it.
Example sentences: Camels are beautiful, strong plants (animals)
Camels help us carry people across the sea (desert)
We can use their milk to make socks (fur)

LESSON 3

1 What do you know about camels? Discuss with your partner

2 Read about camels and check your answers. What is surprising about camels?

Camels are **amazing**! They're **beautiful**, strong animals. They help us to carry things and people to cross the desert. Their milk is **delicious**. We can use their fur to make clothes!

Camels are **perfect** for the desert. Here's why:



Camels have **large, flat feet** so they can walk on the sand.



Camels can live without water for a long time.



Camels have special ways to close their noses and eyes to stop the sand from coming in.

But be careful! Camels are very **noisy** and they can get angry.

Camels have large, flat boots (feet)

Camels don't need to drink orange juice often. (water)

Camels are very musical and can get angry. (noisy)

3 Look at the fact file and read the differences between horses and camels

	Horse	Camel
		
How tall is it?	1.4 - 1.8 m	1.8 - 2.0 m
How heavy is it?	380 - 550 kg	400 - 650 kg
How fast is it?	88 kph	65 kph
How long does it live?	25 - 30 years	40 years

Horses have large, beautiful eyes.



Horses have strong teeth. They like to eat grass and drink fresh water.



4 Read and answer T (True) or F (False)

- Horses are slower than camels. ☐
- Camels are taller than horses. ☐
- Horses are heavier than camels. ☐
- Camels live longer than horses. ☐
- Horses are more perfect for the desert. ☐

31

- Have students answer the questions in Exercise 4 on page 31. If students find this difficult, go over the Language Focus first.

Answers:

1 F 2 T 3 F 4 T 5 F

STUDENT'S BOOK

page 31

Presentation

- Ask half of the students to brainstorm ways that horses and camels are similar and ask the other half to think about how they are different. For example: *Horses and camels have four legs. Camels live in the desert, but horses live near grass.*
- Have the groups report back to the class.

3 Look at the fact file and read the differences between horses and camels

- Say *Open your books. Look at page 31.*
- Point to the table and say *Listen to the numbers and point to the one I read.* Read out the numbers in a random order. Monitor around the class checking to see if you need to provide extra numbers practice.
- Have students read the text and look at the table. Say *Look for something you did not know before.*
- Provide feedback to the whole class. Ask *What new information did you learn?*

4 Read and answer T (True) or F (False)

- Say *Camels are bigger than fennec foxes. True or false? (True).* Say *Horses are smaller than steppe eagles. True or false? (False)*

5 [audio 1.15] Listen and complete the table

- 1 Point to Exercise 5 and hold your copy up.
- 2 Point to the words *tall* and *taller*. Say *Horses are tall but camels are taller*.
- 3 Have them complete the table.

Audio script and answers

tall	taller
heavy	heavier
fast	faster
big	bigger
beautiful	more beautiful
delicious	more delicious
short	shorter

LANGUAGE FOCUS

- 1 Point to the pictures of the mouse and the elephant. Say *A mouse is small. A mouse is smaller than an elephant. How does the adjective change when I make a comparison?* (We add *-er* to the adjective.)
- 2 Explain that some adjectives are different. Read the first blue box to the class. Write the word *big* on the board. Ask the students if it ends with a vowel and a consonant (Yes.) Ask them to use the rule to make the comparative form (*big - bigger*).
- 3 Ask them if they know any other adjectives that end with 1 vowel and 1 consonant. Write them on the board (examples: *fat, flat, slow, hot, thin, sad, slow*). Ask students to change the adjectives into comparatives.
- 4 Read the second box to the class (adjectives that end in *-y*). Write the word *happy* on the board. Ask them to use the rule to make the comparative form (*happier*). Ask them if they know any other adjectives that end with *-y / i / l*.
- 5 Read the third box to the class (adjectives that end in *-e*).
- 6 Write *large, brave, cute* on the board. Ask them to use the rule to make the comparative forms (*larger, braver, cuter*).

5 Listen and complete the table

tall	taller
	heavier
fast	
	bigger
beautiful	more
delicious	delicious
	shorter

LANGUAGE FOCUS



A mouse is **smaller** than an elephant.

To make a comparative adjective, we add *-er* to the adjective.
strong - stronger
old - older

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end:
thin - thinner
Dogs are **thinner** than elephants.

Adjectives that end in *-y*:
noisy - noisier
Parrots are **noisier** than spiders.

Adjectives that end in *-e*:
nice - nicer
I think cats are **nicer** than dogs.

6 Write sentences to compare these animals

1 (snake / fox / dangerous)

A snake is more dangerous than a fox.

2 (pelican's beak / eagle's beak / long)

3 (elephant / hippo / big)

4 (horse / giraffe / tall)

5 (crocodile / fish / dangerous)

6 (camel / fennec fox / small)

7 (ice cream / butter / delicious)

**Think!**

What do you think?
Are camels more
beautiful than
horses?

**Find out**

What's in a
camel's hump?

Tip!

To make comparatives,
long adjectives stay as
they are, but we add
more.

Crocodiles are **more**
dangerous than fish.



33

STUDENT'S BOOK

page 33

6 Write sentences to compare these animals

- 1 Say *Look at page 33*. Point to Exercise 6 and hold your copy up.
- 2 Read the example to the class.
- 3 Have the students write the sentences with comparative adjectives.
- 4 Check that the students remember the meaning of *beak*.
- 5 Walk around the class offering help and support.

Suggested answers:

- 1 A snake is more dangerous than a fox.
- 2 A pelican's beak is longer than an eagle's beak.
- 3 An elephant is bigger than a hippo.
- 4 A giraffe is taller than a horse.
- 5 A crocodile is more dangerous than a fish.
- 6 A fennec fox is smaller than a camel.
- 7 Ice cream is more delicious than butter.

Extra practice

- 1 Write these animals on the board: fennec fox, spider, dog, elephant, snake, eagle, pelican, horse, giraffe, cat, hippo.
- 2 Say *I am going to talk about one of these animals. Guess*

which one. Say I am smaller than a dog. I am cuter than a camel. I am slower than a horse. My ears are smaller than a fennec fox's ears. Which animal am I? (cat)

- 3 Have the students choose one animal. Make sure they don't say the animal's name. Ask them to write three or four sentences about the animal comparing it to the others.
- 4 Walk around and monitor.
- 5 Students read their sentences and others guess the animals in small groups.
- 6 Have early finishers repeat with a different animal.

**Think!**

Read the question. Have the students discuss this question in pairs. Encourage them to give reasons.

Extra practice

- 1 Ask students to copy this table into their notebooks

Question	Yes	No

- 2 Have students write four opinion questions using some of these comparative adjectives: cuter, more beautiful, more dangerous, better.

Example answers:

Question	Yes	No
Are fennec foxes cuter than cats?		
Are snakes more beautiful than eagles?		
Are spiders scarier than scorpions?		
Are hippos more dangerous than elephants?		

- 3 Demonstrate the activity by asking one student a question and putting a tally mark in the right column (yes/no) according to their answer.
- 4 Have students ask each other their questions in groups or do as a whole class mingle if you have enough space in your classroom. Remind the students to record the answers with a tally in the yes/no column.
- 5 When the students have had enough time to ask their questions, ask them to report back. For example: *Four students think that hippos are more dangerous than elephants.*

**Find out**

- 1 Point to the picture of the camel's hump and hold your copy up. Read the question.
- 2 Have small groups brainstorm possible answers, or they can research the answer if they have access to the internet or school resources. Alternatively, they could do this for homework and report back in the next lesson.

Answers:

A camel's hump stores fat which it can use for food.

Closing

Write sentences using the comparative with mistakes on the board for students to correct. Examples:

- 1 Horses are small than camel. (smaller)
- 2 Camels are more bigger than horses. (bigger than)
- 3 Horses are beautifuller than camels. (more beautiful)
- 4 Camels are slow than horses (slower than)
- 5 Horses have longer tails then camels. (than)

LESSON 4

pages 34-37

Objectives:	To practice describing animals To read and listen to a story and answer questions about it To practice pronunciation of /p/ and /b/ To introduce different ways to talk about quantities
Vocabulary:	<i>bear, bee, claw, intelligent, paw, pea, pear, pelican, pin, scared</i>
Language:	Comparative of adjectives <i>Which animal is stronger?</i> <i>Which animal is more intelligent?</i> <i>The bear is bigger and stronger than the pelican.</i>
Materials:	Students Book pages 34-37 Audio files 1.16-1.17 Two pieces of A4 paper with /p/ written on one and /b/ written on the other Sticky tack

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask students to tell you a fact about an animal that they learned in the last lesson.

STUDENT'S BOOK

page 34

Presentation

- 1 Tell students they are going to hear a story about a pelican and a bear but first you are going to review some vocabulary. Tell students to make their hands into scary bear claws if the word is about bears. Tell them to make their arms open and close like a pelican's beak if the word is about pelicans.
- 2 Read these words, students do the actions: *feathers* (pelican), *fur* (bear), *paws* (bear), *beak* (pelican), *wings* (pelican), *claws* (bear), *scary* (bear), *strong* (bear).

1 Look at the pictures and say

- 1 Say *Open your books. Look at page 34.*
- 2 Point to the pictures of the pelican and the bear. Ask the students to ask and answer the questions in pairs. Accept any reasonable answers.

UNIT 2 LESSON 4

1 Look at the pictures and say

Describe the bear.

Describe the pelican.

Why does the bear look angry?



/p/ pelican



/b/ bear

2 Read and listen. Where is the fish at the end of the story?

The Pelican and the Bear

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.

The bear reaches for the fish. It lifts its **paw**.

The pelican opens its beak. It is ready to take the fish out of the water.

The bear sees the pelican. The pelican sees the bear.

'Excuse me,' the pelican says, 'that's my fish.'

The bear is surprised and angry. 'Pelican, look at my **claws**. Now look at my teeth. That's my fish.'

The pelican looks scared. 'I'm sorry, Bear,' it whispers.

The bear is stronger than the pelican.

The bear is happy because it has a big fish for dinner.

Then the bear looks down. Oh no!

It can't see the fish. It can't see the pelican.

'Pelican, where are you?' Bear shouts.

There is no pelican. But he can hear the happy pelican flying away with the fish in its mouth.



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Suggested answers:

- 1 The bear is big and scary. It has brown fur and huge claws.
- 2 The pelican is cute. It has a long beak. It is brown and it can fly.
- 3 The bear looks angry because it is hungry.

2 [audio 1.16] Read and listen. Where is the fish at the end of the story?

- 1 Ask students to cover the reading text. Explain that this will help them listen more carefully.
- 2 Read the question in the book. Play the audio.
- 3 Tell students to uncover the text. Say *Read and listen again and answer the question.*

Audioscript

Narrator: *The Pelican and the Bear*

A pelican and a bear are in the river. They are very hungry. They are both looking at a big, juicy fish.

The bear reaches for the fish. It lifts its paw.

The pelican opens its beak. It is ready to take the fish out of the water.

The bear sees the pelican. The pelican sees the bear.

3 Work with a partner. Ask and answer

- 1 Which animal reaches for the fish first?
- 2 Which animal is angry?
- 3 Is the pelican really scared?
- 4 How does the bear feel at the end of the story?

4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

5 Think and write

- 1 Which animal is stronger, the bear or the pelican? Why?

- 2 Which animal is more intelligent, the bear or the pelican? Why?



Think!

Work with a partner. Read and choose.

- a It's the bear's fish. b It's the pelican's fish.

Complete the sentences.

I think the pelican / bear is right because
_____I think the pelican / bear is wrong because

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'Excuse me,' the pelican says, 'that's my fish.'
The bear is surprised and angry. 'Pelican, look at my claws. Now look at my teeth. That's my fish.'
The pelican looks scared. 'I'm sorry, Bear,' it whispers.
The bear is stronger than the pelican. The bear is happy because it has a big fish for dinner.
Then the bear looks down. Oh no! It can't see the fish. It can't see the pelican.
'Pelican, where are you?' Bear shouts.
There is no pelican. But he can hear the happy pelican flying away with the fish in its mouth.

Answers:

The fish is in the pelican's beak.

STUDENT'S BOOK

page 35

3 Work with a partner. Ask and answer

- 1 Point to Exercise 3. Do the first question with the whole class.
- 2 Then ask students to work in pairs to answer questions 2, 3 and 4.
- 3 Point out that for question 4, they have to read between the lines to answer.

Answers:

- 1 The bear reaches for the fish first.
- 2 The bear is angry.
- 3 No, the pelican is not really scared.
- 4 The bear feels confused and angry.

4 Do you like the story? Explain your answer

- 1 Have the students ask and answer the questions in pairs.
- 2 Encourage them to use the words in the box for their answers. Go around and monitor, then ask a few students to share their answers.

Students' own answers

5 Think and write

- 1 Students can first discuss the answers in pairs.
- 2 Then students write their answers.

Suggested answers:

- 1 The bear is stronger because it is bigger.
- 2 The pelican is more intelligent. The pelican is fast and catches the fish and flies away with it in his mouth. The bear is too slow.



Think!

- 1 Ask the students to complete the activity in pairs.
- 2 Explain that there is no one right answer and they have to justify their choices.

Suggested answers:

- b It's the pelican's fish because it caught it first.
I think the bear is wrong because it is strong but it is not his fish.

Extra practice

- 1 Ask one half of the class to think about how the bear felt and the other half of the class to think about how the pelican felt.
- 2 Put students into pairs with someone from the other group. Ask them to share their ideas.

Suggested answers:

The bear was hungry and excited when it saw the fish. The bear was angry when the pelican wanted the fish. It was happy and excited about its dinner. It was confused and angry when the pelican flew away.

The pelican was hungry and excited when it saw the fish. It was nervous when it saw the bear. It was scared of the bear. It was happy and excited when it caught the fish and flew away.

6 Match

- 1 Say *Look at page 36 Exercise 6* and hold your copy up.
- 2 Read the words out and have the students repeat after you. Check they understand each one.
- 3 Say *Match the words to the pictures*. Show them that the first one has been done for them.

Answers:

- | | | |
|-----------|--------|--------|
| 1 pelican | 2 bird | 3 pear |
| 4 bee | 5 bear | 6 beak |
| 7 peas | 8 pin | |

7 [audio 1.17] Write the words in the correct column. Listen and check

- 1 Have the students write the words in the correct column.
- 2 Play the audio so that they can check their answers.
- 3 Ask students to say each word.
- 4 Ask the students to put one hand in front of their mouths almost touching their lips.
- 5 Ask them to repeat the words *pea* and *bee* several times. They will feel their breath on their hands when they say *pea* but not when they say *bee*. They can feel the difference in the way the two sounds are pronounced.
- 6 Repeat with *pear* and *bear*.

Audioscript

Narrator: /p/, pelican, pea, pin, pear
/b/, bird, bear, beak, bee

Answers:

Narrator: /p/, pelican, pea, pin, pear
/b/, bird, bear, beak, bee

Extra practice

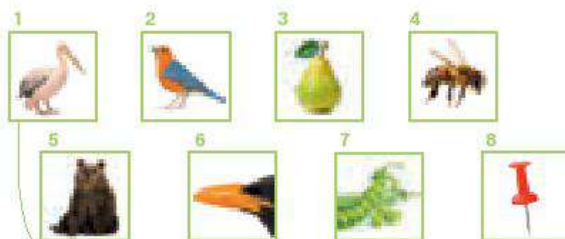
- 1 Stick the pieces of paper with the sounds /p/ and /b/ up on different walls. Have the students say the sounds.
- 2 Say *I am going to read some words. Point to the correct sound.*

bin /b/	big /b/
pig /p/	pin /p/
buy /b/	peach /p/
pie /p/	bill /b/
beach /b/	pill /p/

UNIT 2 PRONUNCIATION

6 Match

bird peas bear pin



pelican pear beak bee

7 Write the words in the correct column. Listen and check

/p/	/b/
pelican	

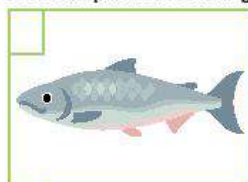
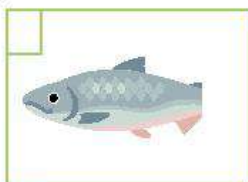
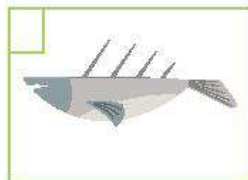
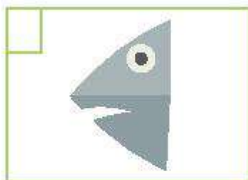
CLIL: MATH

UNIT
2

8 Look and read numerator

 $\frac{1}{5}$
denominator

9 Look and put in descending order


 $\frac{1}{1}$

 $\frac{3}{4}$

 $\frac{1}{2}$

 $\frac{1}{4}$

Did you know?

We use fractions in everyday life. For example, here's a simple milkshake recipe: $\frac{1}{2}$ a glass of milk, $\frac{1}{4}$ cup of banana, $\frac{1}{4}$ cup of vanilla ice cream.

Answers:

1, 2, 3, 4

Did you know?

Read the *Did you know?* box as a class. Ask students if they know any other recipes. Then ask them if they know any other common uses for fractions, for example, when shopping (shops often sell things at half price) or when driving (the car can be a quarter full of fuel).

Closing

- Say two fractions, for example: a half and a third. Students tell you which fraction is larger.
- Tell students they are going to write fact files about animals in the next lesson. Ask them to bring in animal books, magazines or other reference material. Make sure they understand that they should not write anything yet.

STUDENT'S BOOK

page 37

8 Look and read

- Focus on the fraction in the book and explain that the top number (one) is called the numerator and the bottom number (five) is called a denominator.
- Ask students if they know any more fractions and encourage individuals to write them on the board, for example $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ etc.
- Ask the class to name the numerator and denominator in each fraction.

9 Look and put in descending order

- Read the instructions and explain that when you put something in descending order, you order it from largest to smallest.
- Ask students to look at the pictures of the fish. Elicit which fraction is the largest ($\frac{1}{1}$) and which is the smallest ($\frac{1}{4}$).
- Now ask students to put all the fractions in descending order, from largest to smallest. Go round and monitor to check they are doing this well.
- Check their answers as a class.

LESSON 5

pages 38-39

- Objectives:** To read and understand an animal fact file
To plan, research and write an animal fact file
To edit and evaluate fact files
- Vocabulary:** *Coats, hooves, horns, rhim gazelle*
- Language:** Present simple questions
How long is a rhim gazelle's horn?
How heavy is a rhim gazelle?
How long does it live?
What color is its coat?
- Materials:** Student's Book pages 38-39
A picture of a rhim gazelle, encyclopedias / animal reference book, photocopies of information about animals or access to the internet
Post-it notes cut lengthwise into strips (Extra practice activity)

Opener

- Say *Today we are going to learn about interesting animals.*
Write the words *rhim gazelle* on the board in this table:

rhim gazelle		
What I know	What I want to know	What I learned

- Show the students a picture of a rhim gazelle. Have students brainstorm everything they know about rhim gazelles in pairs.
- Feedback from the class and make notes about what they say on the board.
- Ask *What would you like to know about rhim gazelles?*
Write their questions in the table.
- Leave the table on the board.

Suggested answers:

rhim gazelles		
What I know	What I want to know	What I learned
long horns beautiful	Where do they live? Are they friendly? How big are they?	

STUDENT'S BOOK

page 38

1 Read the text quickly and answer T (True) or F (False)

- Point to the picture of the rhim gazelle and the text.
- Ask students to read the text and answer the True or False questions in Exercise 1.
- Ask fast finishers to correct the false sentences.

LESSON 5

Animal fact file

Rhim gazelle

Rhim gazelles look very beautiful. They live in the Sahara Desert, and they walk around looking for grass, leaves and plants to eat. They have big ears and long **horns**. They have yellow-white coats which protect them from the sun. They have **hooves** on their feet. These hooves help them walk on the sand. Like camels, they don't need to drink a lot of water.

How long is a rhim gazelle's horn?	20 - 30 cm
How heavy is a rhim gazelle?	20 - 30 kg
How long does it live?	about 14 years
What color is its coat?	cream or yellow-white



1 Read the text quickly and answer T (True) or F (False)

- Rhim gazelles live near the sea. ☐
- Rhim gazelles eat plants and leaves. ☐
- Rhim gazelles have short horns. ☐
- Rhim gazelles have dark-colored coats. ☐
- Rhim gazelles live for about 14 years. ☐

2 Think about an animal you like. Look at the chart and find out

- Write down everything you know about the animal.
- Think what information you need.
 - What do they eat?
 - Where do they live?
 - How big are they?
 - Why are they special?

38

Answers:

- F (They live in the Sahara Desert.)
- T
- F (They have long horns.)
- F (They have yellow-white coats.)
- T

Extra practice

- Ask students to look at the board again. Ask them what they have learned about rhim gazelles. They can then use what they have learned to complete the last column in the table.

Suggested answers:

Rhim gazelles		
What I know	What I want to know	What I learned
long horns beautiful	Where do they live? Are they friendly? How big are they?	Live in the Sahara Desert Big ears and long horns Yellow-white coats Have hooves

3 Do some research and write what you learned

K	W	L
What I Know	What I Want to Know	What I Learned
Dolphins are not dangerous. They are mammals not fish.		

4 Use the information from the chart and write about your animal

Make sure to include interesting facts about the animal. Look at the fact file on page 26 for ideas.

Animal fact file

<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>		<div></div>

5 Finish and check

Find or draw a picture for your fact file.

Did you answer all the questions in Exercise 2?



This is my fact file
What do you think?

6 Work with a partner. Show your fact file. Ask for their opinion

39

- Students should make notes in their table. They do not need to write sentences. Monitor and help as necessary. Fast finishers can help other students find information.

4 Use the information from the chart and write about your animal

- Say *You are going to write your animal fact file. Look at the fact file on page 26 to help you.*
- Monitor and help as necessary.

5 Finish and check

- Encourage students to check their own work for information, spelling, grammar, punctuation and capitalization.
- Students can draw a picture or find a picture of their animal.

6 Work with a partner. Show your fact file. Ask for their opinion.

- Ask students to look at a partner's fact file. Remind them to be positive and suggest how the fact file could be improved.
- Demonstrate giving constructive feedback, for example: *Can you write this part a bit bigger? Can you add some more information here?*

Extra practice

- Write the following adjectives on the board: *funny, interesting, cute, scary, artistic, neat.*
- Check that students understand the meaning of these adjectives.
- Have students write these adjectives on sticky notes.
- Tell students they are going to walk around the class and find one fact file for each adjective. They should stick the sticky note on the top of the page.
- It is a good idea to write a few extra sticky notes so that you can stick them on any fact files that do not have any notes on.

Closing

- Praise the students' fact files
- Explain that in the next lesson, they will make posters about unpopular animals. Ask them to do some research and bring notes, pictures and reference books to the next lesson.

2 Think about an animal you like. Look at the chart and find out

- Tell students to choose one animal to write a fact file about. If you do not have access to the internet or reference books, encourage students to choose the animals you have photocopied information about.
- Walk around the room monitoring until all the students have chosen one animal. Encourage the students to choose different animals.
- Students then research the answers to the questions in the book.

STUDENT'S BOOK

page 39

3 Do some research and write what you learned

- Have students write the animal name and anything they already know in the table. Tell them not to write in the other columns yet.
- After two or three minutes, ask students to think about questions they would like to answer. They should use the questions in Exercise 2 and add their own. Walk around monitoring and giving suggestions.
- Ask them to write any new questions in the *What I want to know* column, for example: *Are they friendly? Are they dangerous? What color are they?*
- Ask students to find the answers to their questions. Tell them they might not find all the information.

LESSON 6

pages 40-41

Objectives:	To collaborate, to create poster To orally present an informative poster To revise language learned in Unit 2 To do a self-assessment of their progress
Vocabulary:	<i>popular, unpopular, temperature</i>
Language:	Revision of language from Unit 2
Materials:	Student's Book pages 40-41 Alphabet cards, animal reference books Poster making material: paper, scissors, glue, pens and pencils 10 small pieces of paper per student

Opener

- Play *Animal letters*. Have a student choose an alphabet card, for example, g. Tell pairs they have five seconds to think of an animal beginning with that letter, for example: giraffe, goat, gorilla. Ask a few students for their suggestions.
- Repeat with other letters. This should be a fast, fun warmer.

STUDENT'S BOOK

page 40

Presentation

- Write the word *popular* on the board. Elicit the meaning. Ask students to name some popular animals. Elicit why they are popular (for example, because they are cute, beautiful, interesting, friendly, exciting, etc.).
- Say *What's the opposite of popular?* Elicit *unpopular*.
- Elicit some unpopular animals and why they are unpopular (for example, because they are scary, dangerous, etc.).

1 Work in groups. Think and research

- Have the groups brainstorm answers to the questions in the book. They can start researching and answering the questions using the reference books or by asking other students. Do not give out card, paper, scissors, etc. yet. Monitor and assist as necessary.
- Ask students to plan their writing. Each student in the group should write something. Tell students they need to plan the title, layout, and illustrations for their posters. Say *Share the work as a group*.

2 Read and do

- Point to the picture of the naked mole rat. Ask students why this animal is unpopular (it is strange looking, it has no fur, it has big teeth, it has tiny eyes, it isn't cute, etc.).
- Ask students to read the text. Say *What questions does it answer?* (Where does it live? What does it look like? How long does it live? Why is it special?)
- Explain that the group is going to make a poster like this one and present it to the class. Ask them to choose one unpopular animal to write about.
- Put the students into small groups. Choose a good mix of students for each group – some who are artistic, some who are good at speaking, some who are good at writing and some who have good leadership skills.
- Give out poster-making resources and set a time limit. Monitor and assist as necessary. When students have

LESSON 6

A poster about an unpopular animal

1 Work in groups. Think and research

Find an animal that is not popular.

- Where does it live?
- What does it eat?
- Why isn't it popular?
- Why is it special?

2 Read and do

- Draw or find some pictures you can use.
- Make your poster.

Naked Mole Rat

The naked mole rat lives in eastern Africa. It has big teeth and no hair.

It can't control its body temperature because it has no hair.



But there are two things that make the mole rat special:

- It doesn't get ill.
- It lives for a very long time (31 years).

Scientists want to learn all about mole rats. They're not cute animals, but they are amazing!

3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion.

40

finished writing, they should practice oral presentation. All students should practice.

3 Present

- Organize a class exhibition. Arrange and display the posters around the room. Say *You are going to look at the posters and hear the presentations. After each presentation, say one thing you liked about the poster and make one constructive suggestion*. Remind students about the difference between criticism and constructive suggestions.
- Number the students in each group and have half of each group stay with their poster and present it. Have the other half walk around listening to the presentations.
- When students have seen three or four presentations, ask them to swap roles. The students giving the presentations now walk around and listen to other presentations. Remind students to say one thing they liked and to make one constructive suggestion. Walk around and make a note of any very good phrases and any mistakes. End the activity by asking students what they liked about the posters and presentations.

Extra practice

- Write one of the good phrases or mistakes on the board. Have students guess if it is a great phrase or if it can be improved. If the sentence is incorrect, have the students correct it.
- Repeat with the other phrases or mistakes. If your class likes competitions, you could have them work in pairs and award points for correct answers.

SELF-ASSESSMENT

UNIT
2

4 Do you remember the names for these animals and parts of the body? Look and write



5 Make comparisons. Use the adjectives to help you

1 cat / mouse (heavy) *The cat is heavier than the mouse.*

2 giraffe / lion (dangerous) _____

3 $\frac{1}{2}$ / $\frac{1}{4}$ (big) _____

4 cell phone / laptop (small) _____

5 bike / car (fast) _____

6 Do you remember? Read and write

1 What do pelicans eat? _____

2 Why is a camel's foot special? _____

3 Why do rhinoceroses have light-colored coats? _____

7 Think about Unit 2

Write two things you enjoyed. Write two things you learned.

41

STUDENT'S BOOK

page 41

Self-Assessment

4 Do you remember the names for these animals and parts of the body? Look and write

- Explain that you are going to revise some of the language and facts from this unit. Say *This is not a test, this is to see how much you have learned and what you need more practice with.*
- Point to the pictures of animals and parts of the body and ask students to complete the labels.

Answers:

- | | | |
|-------------|--------------|----------------|
| 1 camel | 2 fennec fox | 3 steppe eagle |
| 4 crocodile | 5 pelican | 6 paw |
| 7 beak | 8 feather | 9 wing |
| 10 fur | | |

Extra practice

- Ask fast finishers to name animals that have paws (e.g. cats), feathers (e.g. eagles), wings (e.g. owls), and fur (e.g. bears).

5 Make comparisons. Use the adjectives to help you

- Write *fennec fox / camel (cute)* and ask students to make a comparative sentence (Fennec foxes are cuter than camels).
- Read the task. Tell students they might have to change the order of the words to make a good comparative sentence.

- Have students complete the sentences individually. Check the answers with the class.

Answers:

- The cat is heavier than the mouse.
- Lions are more dangerous than giraffes.
- $\frac{1}{2}$ is bigger than $\frac{1}{4}$.
- Cell phones are smaller than laptops.
- Cars are faster than bikes.

Extra practice

- Ask fast finishers to rewrite the sentences above with different adjectives, for example: *Giraffes are taller than lions.*
- Play *Animal comparatives*. Write the word *lion* in large writing on a small piece of paper. Give each student 10 small pieces of paper. Ask them to write the name of an animal on each in the same way. Make sure they write 10 different names.
- Ask a pair of students at the front to put their 20 pieces of paper together, face down. Demonstrate the activity. Turn over two pieces of paper and make a comparative sentence about those two animals. These two pieces of paper are now "finished" and out of the game.
- If your students like competitions, tell them that if they make a correct sentence, they win the two pieces of paper. If they make a mistake, the papers are put back in the pile. They can call on you to judge the correctness of the sentences. Put students in pairs and have them play the game.

6 Do you remember? Read and write

- Read the questions. Tell students to try to remember the answers.
- If they cannot remember, they can look back at the previous pages.

Answers:

- Pelicans eat fish.
- It is large and flat so that it can walk easily on sand.
- Rhinoceroses have light-colored coats to protect them from the sun.

Extra practice

- Write these anagrams on the board. Ask students to guess the animal or body part.
A pencil – pelican After he – feather
Bake – beak
The Plane – elephant

7 Think about Unit 2

- Ask students to look at Exercise 7. Tell them your answers. For example: *I enjoyed the poster presentations because you all tried so hard.*
- Have students answer the questions individually, then discuss with a partner. Walk around and offer help and support.

Closing

- Ask students to open their book at page 23. Ask them to look at *In this unit I will...* and ask students to tick off what they have done. Praise the students for their achievements.
- Tell them that in the next unit, they will be looking at plants.

UNIT 3

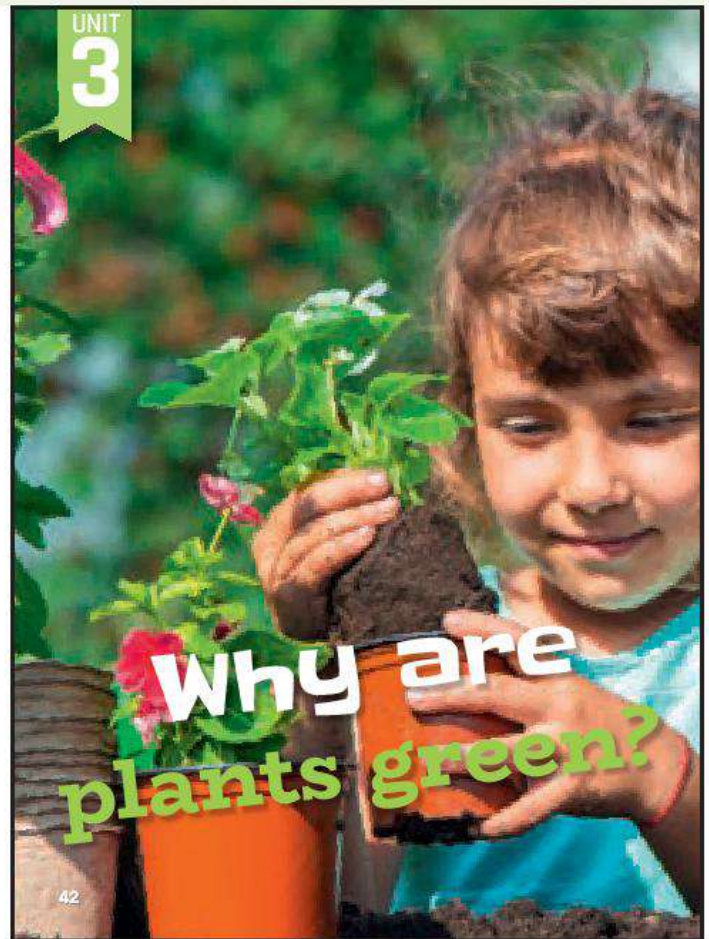
Introduction

pages 42-43

Objectives:	To learn about the topic of this unit
Vocabulary:	<i>seed, to grow</i>
Materials:	Student's Book pages 42-43

Opener

- Ask one or two students *Do you like growing things? What do you grow?* If the students do not grow anything, ask students to think about gardens they know.
- Ask *What do people grow in their gardens?* Have students ask each other. You can do this as a class mingle or in small groups.



STUDENT'S BOOK

page 42

- 1 Say *Open your books. Look at pages 42-43* and hold your copy up. Wait until all students have their books open at the right place.
- 2 Point to the picture on page 42 and ask *What can you see? Say Name as many things in the picture as you can. You have one minute.* Have students talk in pairs.
- 3 Conduct open class feedback.

Suggested answers:

A girl, a plant, leaves, flowers, plant pot, soil

(Inclusive Techniques Unit 3, refer to page xii)

In this unit I will ...UNIT
3

- listen, read, research, and write about plants and how they help us.
- practice making sentences with the superlative.
- read, listen to, and understand a short story.
- learn about and say words with the consonant blends /sl/ and /sw/.
- write the life stages of a sunflower.
- research and write a report.

**Look, discuss, and share**

Where is the girl?
What is she doing? Why?
Why do we grow plants?

**Did you know?**

Did you know that we eat this cacao seed? Chocolate comes from this plant.

**Find out**

What other seeds can we eat?
Share your answers with your partner.

43

**Find out**

- 1 Ask students to explain what a seed is: something small, round or oval shaped, that can be planted in the ground and will grow.
- 2 Ask pairs to make a list of other seeds that we eat.

Suggested answers:

sesame seeds, sunflower seeds, pumpkin seeds, wheat, oats

Closing

- Focus on the unit title and explain that students will be able to answer the question at the end.
- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 43

**Look, discuss, and share**

- 1 Have students ask and answer the questions in pairs.
- 2 Open it up into a class discussion.

Answers:

Where is the girl? She is outside – maybe in her garden.
What is she doing? She is repotting plants.
Why? The plant needs a new pot.
Why do we grow plants? It is fun/for food, for decoration, to clean the air, etc.

Did you know?

- 1 Have students look at the cacao pod. Ask if anyone knows what it is.
- 2 Tell them that this is used to make chocolate. Ask these questions: *Does this look like chocolate?* (No). *Do you think it is sweet?* (No, it is bitter). *Do you like chocolate?* *What is your favorite type of chocolate?* (Accept any reasonable answer.)

LESSON 1

pages 44-45

Objectives:	To learn about germination To understand a conversation about plants and seeds To learn the parts of a plant
Vocabulary:	<i>find/found, flower, germination, leaves, root, shoot, soil, seeds</i>
Language:	Present simple for facts <i>Tomatoes have seeds inside. We plant a seed and the plant grows.</i>
Materials:	Student's Book pages 44-49 Audio files 1.18-1.21 Photocopy of audioscript 1.21 (Exercise 5) cut into strips.

Opener

- Ask one or two students *What do people grow in their gardens / on their balconies?* Have students ask each other. You can do this as a classmingle or in small groups.

STUDENT'S BOOK

page 44

1 [audio 1.18] Listen and read

- Say *Open your books. Look at page 44.*
- Point to the pictures and ask students to guess who the people are and what they are talking about
- Tell students to cover the text. Explain that this will help them listen more carefully.
- Write this question on the board: *Is the boy interested or bored?*
- Play the audio once.

Audioscript

Dad:	<i>Come and look!</i>
Seleem:	<i>What is it, Dad?</i>
Dad:	<i>Our tomato plants are growing on the balcony! Look, can you see the leaves and the flowers?</i>
Seleem:	<i>Oh yes, but why are the tomatoes green?</i>
Dad:	<i>Tomatoes are green before they are red.</i>
Seleem:	<i>How do we grow new tomatoes?</i>
Dad:	<i>Tomatoes have seeds inside. We can take the seeds and grow new tomatoes! We plant a seed and the plant grows. That is called germination. We water the plant every day and the roots grow under the soil. The plant grows flowers and the flowers become tomato fruits.</i>
Seleem:	<i>That's awesome! And I found a red tomato! Let's have it for lunch!</i>

Answers:

Seleem is very interested

LESSON 1 PLANTS AND SEEDS

1 Listen and read

Dad:	<i>Come and look!</i>
Seleem:	<i>What is it, Dad?</i>
Dad:	<i>Our tomato plants are growing on the balcony! Look, can you see the leaves and the flowers?</i>
Seleem:	<i>Oh yes, but why are the tomatoes green?</i>
Dad:	<i>Tomatoes are green before they are red.</i>
Seleem:	<i>How do we grow new tomatoes?</i>
Dad:	<i>Tomatoes have seeds inside. We can take the seeds and grow new tomatoes! We plant a seed and the plant grows. That is called germination. We water the plant every day and the roots grow under the soil. The plant grows flowers and the flowers become tomato fruits.</i>
Seleem:	<i>That's awesome! And I found a red tomato! Let's have it for lunch!</i>

2 Listen again and answer the questions

- Where are Dad and Seleem? _____
- What are they talking about? _____
- What do they want to do next? _____

2 [audio 1.19] Listen again and answer the questions




- Have students uncover the text, read along, and answer the questions as you replay the audio. Check their answers as a class and help them to understand the new words in bold.
- Ask the students if they like tomatoes. Ask *Who likes tomato ketchup? Who likes pizza with tomato sauce? Who likes tomatoes in pasta? Who likes tomatoes in salad?*

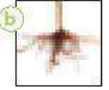

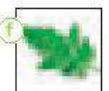
Answers:

- They are on their balcony.
- They are talking about the germination of tomatoes.
- They want to eat a tomato for lunch.

UNIT
3

3 Listen and say. Then match






1 shoot
2 soil
3 root
4 leaf
5 seeds
6 flower

4 Look and complete

leaf roots seed shoot soil

The germination process



1 seed 2 3 4 5 6

5 Listen and check

6 Work in pairs. Answer the question
Why do you think a plant dies?

45

- boil, foil, coil (soil)
boot, food, loose (shoot, root)
pea, sea, tea (leaf) [Note: be careful! the sound is the same as seed but the spelling is different].
bee, three, knee (seed)
- 2 Say the words *leaf* and *seed* and then write them on the board. Ask students *Is the vowel sound the same?* (Yes.) *Is the spelling the same?* (No). Explain that in English there are different ways to spell the same sound.

4 Look and complete

- Tell students to look at Exercise 4. Point to the picture and ask students what they can see (germinating seeds).
- Ask students to label the diagram using the words in the box.
- Go round and monitor, but do not go over the answers yet. They can do this in the next task.

5 [audio 1.21] Listen and check

- Play the audio. Students listen carefully to check their answers.

Audioscript

The Germination process

We put a seed in soil. The seed needs sunlight and water so it can grow. The seed grows roots under the soil. Then it grows a shoot and gets taller above the soil. Finally, the full plant grows leaves and flowers.

Answers:

1 seed 2 roots 3 shoot 4 leaf 5 soil

STUDENT'S BOOK

page 45

3 [audio 1.20] Listen and say. Then match

- Play the audio before students do the exercise. Stop the audio after each word and ask the students to repeat the words.
- Point to the pictures on page 45. Have students match the words and pictures.

Audioscript

1 shoot 2 soil 3 root 4 leaf 5 seeds 6 flower

Answers:

1e 2c 3b 4f 5a 6d

Extra practice

- Tell students you are going to read a list of words with rhyming vowel sounds that have the same spelling pattern. Ask students to tell you which word from Exercise 3 shares this pattern. Do not write the words. This exercise gives them practice discriminating sounds. Examples: *power*; *shower*; *tower* (flower)

Extra practice

- Give out the audio script with each sentence cut out separately. Have pairs put the sentences in the right order.
- Replay the audio to check their answers.

6 Work in pairs. Answer the question

- Tell the students about a time you tried to grow a plant and it died. For example: *I bought a basil plant and I put it in my kitchen. I watered it every day. Its leaves started to go yellow, so I gave it even more water. After one week it was dead. Why? (I overwatered it/gave it too much water)*
- Have pairs think of as many reasons as they can for plants dying.
- Conduct open class feedback.

Suggested answers:

Too much water, not enough water, not enough light, poor soil, insects, etc.

Closing

- Ask students what they have learned about plants. Explain that in the next lesson, you are going to learn about plants that grow in Egypt.
- Have students find out two plants that Egypt grows and exports to the rest of the world.
- Ask them to bring in books or magazines about plants.

LESSON 2

pages 46-49

- Objectives:** To learn about plant habitats
To classify plants according to where they grow
To compare plants using comparative adjectives
To compare plants using superlative adjectives
- Vocabulary:** *agricultural, beautiful, colorful, desert, habitat, lakes, rivers, tall*
- Language:** Comparative and superlative of adjectives
The rose is smaller than the daisy.
The daisy is the heaviest.
- Materials:** Student's book pages 46-49
Flower books and magazines

Opener

- Ask one or two students *What plants grow in Egypt? How many can you think of as a class?*
- Have students ask each other and find out how many different plants the class can think of. You can do this as a class mingle or in small groups.

STUDENT'S BOOK

page 46

1 Read about plant habitats and label the photos

- Say *We are going to talk about habitats.* Ask students to define the word habitat (a habitat is the place where an animal or plant lives).
- Point to the pictures on page 46 and ask *What can you see?* Help students with the vocabulary.
- Have students work in pairs to read the texts and match the plant habitats with the photos.

Answers:

- desert habitat
- rivers and lakes
- agricultural habitat

2 Where do these plants live? Complete the table

- Point to the pictures of plants on page 46. Have students repeat the words after you: *lotus flower, tamarisk, bean plant, reed, acacia, orange tree.* Focus on the link between the habitat and the pictures.
- Ask students to look at the pictures again and work with their partner for a minute to think of where this plant lives and why it can live there. Ask some confident pairs to talk about some plants and their habitats.
- Drill this question: *Where do lotus flowers grow?* Highlight the plural in the question. Then say *tamarisks* and have students ask you the question using the word *tamarisks*. Continue this substitution drill with the other plants until students seem confident with the question form.
- Have students ask each other these questions and complete the table.

LESSON 2 PLANTS IN EGYPT

1 Read about plant habitats and label the photos



Agricultural habitat

Farmers work here. They grow food for us to eat.

Rivers and lakes

Plants near rivers and lakes need a lot of water.

Desert habitat

There is not much rain here. Plants that live in the desert do not need a lot of water.

2 Where do these plants live? Complete the table



River or lake	Agricultural	Desert
1 lotus flower	3	5
2	4	6

3 Work with a partner. Discuss these questions

- Where do you live?
- Is where you live a desert or agricultural habitat? Is there a river or lake?
- Which plants grow where you live?

46

Answers:

River or lake	Agricultural	Desert
1 lotus flower	3 bean plant	5 acacia
2 reed	4 orange tree	6 tamarisk

Extra practice

- Have students work in pairs and tell each other what they know about each plant.
- Conduct open class feedback.

Suggested answers:

Lotus flower: grows in water
Tamarisk: small leaves, pink or white flowers, thin branches
Bean plant: food, beans grow in pods, flowers can be white, yellow, or pink
Reed: type of grass, feathery flowers, used to make writing parchments
Acacia: thorns, yellow flowers
Orange tree: grows fruit, Egypt is the world's biggest exporter of oranges

4 Look and say

- Compare the daisy and the rose
- Compare the rose and the sunflower

tall beautiful colorful



sunflower



rose

The rose is taller than the daisy. The daisy is more colorful than the rose.



daisy



5 Look at the fact file and read the differences between the flowers

	daisy	rose	sunflower
How big is the flower?	2.5 - 5 cm	about 6 cm	7.5 - 15 cm
How tall is it?	10 cm	60 cm	1 - 3.5 m
How long does it live?	around 6 days	around 10 days	around 2 weeks
How heavy is it?	around 20 g	around 50 g	around 200 g

6 Read and answer T (True) or F (False)

- The rose is smaller than the daisy. ☐
- The sunflower is taller than the daisy. ☐
- The sunflower is the biggest flower. ☐
- The rose lives the longest. ☐
- The daisy is the heaviest. ☐

47

Suggested answers:

The rose is more beautiful than the daisy. The sunflower is taller than the rose.

5 Look at the fact file and read the differences between the flowers

- Point to the table.
- Ask students to look at the table and answer these questions:
Which flower is about 6cm big? (rose)
Which plant is 10cm tall? (daisy)
Which flower lives for around 6 days? (daisy)
Which flower weighs around 200g? (sunflower)
- Point out that we use *about* or *around* when we want to give approximate numbers.

6 Read and answer T (True) or F (False)

- Ask students to use the information in the table to say if the sentences are true or false. Read this sentence as an example
The daisy is the smallest flower. (true)
- Ask early finishers to make their own true / false sentences for the other students to answer.

Answers:

- F
- T
- T
- F (The sunflower lives the longest)
- F (The sunflower is the heaviest)

3 Work with a partner. Discuss these questions

- Have students ask and answer the questions.
- Accept any reasonable answers.
- Fast finishers can answer these questions: *Do you know anyone who lives near an agricultural habitat/a river or lake/a desert habitat? Do they like living there? Why/Why not?*

Students' own answers

4 Look and say

- Start by reviewing how to compare the items (adjective + *er*). Write some examples from Unit 2 and from comparing things around the classroom.
- Have students look at the pictures on page 47 and read the example sentence in the speech bubble.
- Tell them to write sentences comparing the pairs of plants.
- Feedback by asking a few students their ideas.
- Accept any reasonable answers. Correct any grammatical errors.

LANGUAGE FOCUS

- 1 Tell students to look at the three pictures of flowers and read the three sentences.
- 2 Read the rule for making superlative adjectives out loud. Ask students to close their books.
- 3 Ask pairs to try to remember rules for forming comparative adjectives from Unit 2 lesson 3.
- 4 Write correct answers on the board and then have students read through the blue boxes to check if there are any rules they did not remember.

Extra practice

- 1 Have students think of example adjectives for each rule, for example:
CVC Adjectives – fatter, the fattest
Adjectives ending in -e – cuter, the cutest
Long adjectives – more expensive, the most expensive
Adjectives that end in -y – tinier, the tiniest

7 Complete the table

- 1 Ask students to look at page 48 and complete the table.
- 2 Tell them they can look at the previous pages to help them.

Answers:

1 tall	taller	the tallest
big	2 bigger	3 the biggest
heavy	4 heavier	the heaviest
5 beautiful	6 more beautiful	the most beautiful

LANGUAGE FOCUS

A daisy is **taller** than a lotus flower. A reed is **taller** than a daisy. A reed is **the tallest** plant.



To make a superlative adjective we add -est to the adjective.
tall – taller – the tallest

Some adjectives have special rules:

Adjectives with 1 vowel and 1 consonant at the end

big – bigger – the biggest

My cat is **the biggest** on our street.

Adjectives that end in -e

nice – nicer – the nicest

My city is **the nicest** place to live.

Long adjectives

beautiful – more beautiful – the most beautiful

I think a rose is **the most beautiful** flower.

Adjectives that end in -y

heavy – heavier – the heaviest

I have **the heaviest** suitcase.

7 Complete the table

1 _____	taller	the tallest
big	2 _____	3 _____
heavy	4 _____	the heaviest
5 _____	6 _____	the most beautiful

8 Write sentences to compare these plants and animals

UNIT
3

1 (cat / snake / fox / scary)

A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.

2 (maize / bean / eggplant / delicious)

3 (grape / orange / lemon / big)

4 (bee / beetle / butterfly / beautiful)

9 What's the most beautiful flower? Ask and answer

Find out

Why do farmers grow sunflowers? What do sunflowers produce?



49

STUDENT'S BOOK

page 49

8 Write sentences to compare these plants and animals

- Demonstrate the activity by writing this example sentence on the board.
Daisy / rose / sunflower / tall – A rose is taller than a daisy. The sunflower is the tallest.
- Have the students write similar sentences comparing the plants and animals.
- Walk around monitoring and helping where necessary.
- Ask a few students to read out their example sentences. Accept all reasonable answers.
- Early finishers can write sentences for these animals and plants:
Fennec fox / camel / spider
Daisy / orange tree / sunflower
Lotus flower / rose / daisy

Suggested answers:

- A fox is scarier than a cat. A snake is scarier than a fox. A snake is the scariest animal.
- Beans are more delicious than maize. Eggplants are more delicious than beans. Eggplants are the most delicious.
- A lemon is bigger than a grape. An orange is bigger than a lemon. An orange is the biggest.
- A bee is more beautiful than a beetle. A butterfly is more beautiful than a bee. A butterfly is the most beautiful insect.

Extra practice

- Play *The superlative game*. Put the students into groups of three or four students.
- Tell the students they need to work together to find the answers to your questions. Tell them this is a race. When they know the answer, they should put their hands up.
 - Who is the tallest in your group?
 - Who is the youngest in your group?
 - Who is the oldest in your group?
 - Who has the heaviest bag in your group?
 - Who has the biggest hands in your group?
 - Who knows the funniest joke in your group?
 - Who is the youngest in your group?

9 What's the most beautiful flower? Ask and answer

- Put students in groups with some books and flower magazines and ask them to find three beautiful flowers. As a group they should decide which flower is the most beautiful.
- Ask the groups to show the class the flower that they think is the most beautiful.

Find out

- Explain that sunflowers move from facing the east to facing the west during the day.
- Have students read the questions.
- Conduct open class feedback asking for possible answers.

Suggested answers:

- Sunflowers produce beautiful flowers and also sunflower seeds, which people can eat.
- Farmers grow sunflowers because they attract helpful pollinators.
- Oil can be extracted from sunflowers.

Closing

- Say in the next lesson we are going to learn about how seeds travel from one plant to another and how plants are important for the environment.
- For homework, ask them to find out how plants can help people.

LESSON 3

pages 50-53

Objectives:	To learn how seeds move to new places To learn the parts of a plant cell To learn how plants clean the air
Vocabulary:	<i>carbon dioxide, chloroplasts, float, microscope, oxygen, pollen, polluted, stick</i>
Language:	Present simple for facts <i>A plant produces pollen in a flower.</i> <i>We use water in our homes for many things.</i> <i>Plants take carbon dioxide from the air.</i>
Materials:	Student's Book pages 50-53 Audio files 1.22-1.23 Blue, red, and green pencils

Opener

- Put students into small groups and ask them to tell each other what they found out about how plants help people. If your class likes competition, award points for each answer and find out which group thought of the most.

STUDENT'S BOOK

page 50

1 Read and number

- Check that students understand what *pollen* is and how it helps plants grow in different places.
- Ask students to discuss in pairs how plants spread from one place to another.
- Write their answers on the board. You could tell students that the pine tree has seeds that can travel 2,900 km and coconuts have traveled even farther.
- Have students open their books to page 50. Point to the four pictures. Ask students what they can see in the pictures. Have a class discussion on why some pollen travels from one place to another (some move in the wind, some stick to an animal's fur, and some float on water), and why they think pollen travels these ways. Accept all reasonable answers.
- Ask students to read the texts and match the pictures to the correct paragraph. The first one has been done for them.
- Conduct open class feedback.

Answers:

1d 2a 3c 4b

2 Work in pairs. Discuss these questions

- Have students discuss these two questions in pairs.
- Open it up into a class discussion.

LESSON 3 CLIL: SCIENCE

1 Read and number

- ☒ d A plant produces **pollen** in a flower. It uses pollen to make new seeds. The seeds travel away from the plant. The seeds need a new place to grow.
- ☐ Some seeds can move in the wind. These seeds are very light.
- ☐ Some seeds can **stick** to an animal's fur. The animals move and take the seeds with them.
- ☐ Other seeds can **float** on water to find a new place to grow. These seeds are usually big and light.



2 Work in pairs. Discuss these questions

- How do seeds move to new places?
Why do seeds move to new places?



50

Suggested answers:

- Through the wind, through sticking to animal fur, by water.
- They need new places to grow, where there is light, water and nutrients.

3 Look and circle. Listen and check

- Circle in **blue**: seeds which travel by air
- Circle in **red**: seeds which travel on animals
- Circle in **green**: seeds which travel by water



4 Look and read. Is a plant cell big or small?

A plant is made of millions of cells. The plant cells are very, very small. **Chloroplasts** make the plant green. You can only see them with a **microscope**. The green plant cells make food for the plant. They use sunlight, **carbon dioxide** and water.



plant cell

5 Read the text again. Choose a or b

- What makes the plant green?
 - a chloroplasts
 - b sunlight
- When does the plant make its food?
 - a during the day
 - b at night
- What does the plant use to make its food?
 - a carbon dioxide and oxygen.
 - b carbon dioxide, sunlight and water.

4 Look and read. Is a plant cell big or small?

- Tell students that they are going to read a scientific text. Ask them to read the text quickly and tell you what the topic of the text is. (The text is about plant cell).
- Ask students to read the text again slowly and answer the question.

Answers:

A plant cell is very, very, small.

5 Read the text again. Choose a or b

- Ask students to read the questions, then to read the text again to find the answers.
- Early finishers should answer these questions:
 How many cells does a plant have? (millions)
 How can you see what a plant cell looks like? (using a microscope)
 Why is carbon dioxide important? (plants use it to make food)

Answers:

1a 2a 3b

Extra practice

- Tell students they have two minutes to read the text again and try to remember as much as possible.
- Put students into pairs and tell them to close their books.
- Read out these sentences and have pairs decide if the statement is true or false.
 A plant is made of thousands of cells. (F – millions)
 You can only see plant cells with a telescope. (F – a microscope)
 Carbon dioxide makes the plant green. (F – chloroplasts make the plant green)
 Plants need sunlight to make food. (T)

STUDENT'S BOOK

page 51

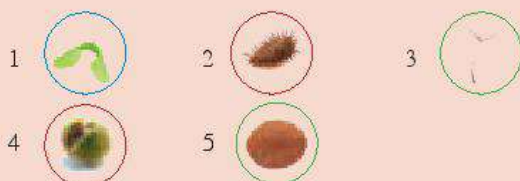
3 [audio 1.22] Look and circle. Listen and check

- Read the instructions. Students circle the numbered pictures correctly. They can do this in pairs.
- Check their answers as a class.

Audioscript

- It travels by air. Circle in blue.
- It travels on animals. Circle in red.
- It travels by water and by air. Circle in green.
- It travels on animals. Circle in red.
- It travels by water. Circle in green.

Answers:




6 Look, ask and answer

- 1 Hold up your book open at page 52. Point to the picture and ask *What can you see?* Accept any reasonable answers.
- 2 Have pairs ask and answer questions 2 and 3.
- 3 Conduct open class feedback, asking different pairs their ideas. Accept any reasonable answers.

Students' own answers

6 Look, ask, and answer

- 1 Look at the photo, what can you see?
- 2 Why do people grow plants near their homes?
- 3 Do you have plants in your home? Why?

- 7  Read and listen to the text. How do plants make the air clean?

How plants clean air

People need oxygen so we can breathe. In big cities, the air is **polluted** because of factories and cars. There is a lot of carbon dioxide in the air.

Green plants take carbon dioxide from the air. The plant cells need carbon dioxide to make food for the plant. The plants also produce oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

- 8 Read the text again. Match the words with the definitions

- | | |
|------------------|---|
| 1 polluted | a a gas in the air that people need to breathe |
| 2 oxygen | b a gas in the air that green plants use to make their food |
| 3 carbon dioxide | c dirty from factories and cars |

- 8 Read the text again. Match the words with the definitions

- 1 Read the task.
- 2 Ask students to reread the text more carefully and match the words with their definitions. They can do this individually.

Answers:

1c 2a 3b

Extra practice

- 1 Ask pairs to find the answers to these questions:
 - a What do people need to breathe? (oxygen)
 - b What causes pollution in our cities? (cars and factories)
 - c What do plants take from the air? (carbon dioxide)
 - d Where can you see plants growing on apartment buildings? (Paris and Milan)
 - e Why are plants growing on apartment building a good thing? (They keep the building cool and reduce air pollution).

Closing

- Ask pairs to decide which idea they think is better – having plants/trees in desserts or plants on apartment buildings
- Conduct open class feedback, asking students to explain their reasons.

- 7  [audio 1.23] Read and listen to the text. How do plants make the air clean?

- 1 Draw students' attention to the instructions, and ask them to read the text quickly to find an answer to the question. Ask them not to write the answer down now.
- 2 Tell students to cover the text and just listen to the audio carefully, to check if they had the right answer.

Audioscript

People need oxygen so we can breathe. In big cities, the air is polluted because of factories and cars. There is a lot of carbon dioxide in the air.

Green plants take carbon dioxide from the air. The plant cells need carbon dioxide to make food for the plant. The plants also produce oxygen. Plants in our houses and parks give us oxygen to breathe.

In some cities, like Paris and Milan, people are growing plants on apartment buildings. These plants keep the buildings cool and help with air pollution. The people who live in the buildings can breathe cleaner air.

Answers:

They take carbon dioxide from the air and make oxygen.

LESSON 4

pages 54-57

- Objectives:** To read and listen to literary texts and answer questions about them
To evaluate a story
To learn how to say numbers in English up to one billion
To practice the pronunciation of sl and sw
To use with the suffix *-ful* in a word to mean full of
- Vocabulary:** *billion, careful, helpful, hundred million, million, hundred thousand, thousand, useful*
- Language:** Past simple
*Lucas's grandparents lived in the city, but they didn't like it.
They wanted to have a farm.*
- Materials:** Student's Book pages 54-57
Audioscript 1.24-1.25
12 small pieces of paper (match box size) for each pair
Two pieces of A4 paper, one with SL written in large letters and one with SW written in large letters

Opener

- Ask students to brainstorm things that grow on farms.
- Accept any reasonable answers.

STUDENT'S BOOK

page 54

1 Look at the photos. What can you see? What do you think the story is about?

- Say *Open your books to page 54* and hold your book open, pointing to the pictures.
- Accept any reasonable answers. Write their predictions on the board.

2 [audio 1.24] Read and listen. Who is Lucas?

- Read the questions.
- Play the audio and have students check which of their predictions written on the board are correct.
- Elicit the answers to the questions.

LESSON 4

- Look at the photos. What can you see? What do you think the story is about?



- Read and listen. Who is Lucas?

Lucas and his farm

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very **dry**. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted **millions** of seeds. They used rainwater to water the seeds. They needed about **a billion** liters of water a year.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.

54

Audioscript

Lucas lives on a farm in the United States. It is a very special farm. Forty years ago, the land was very dry. There was no farm. No one wanted to live there.

Lucas's grandparents lived in the city, but they didn't like it. They didn't like the polluted air and the noise. They wanted to have a farm. They decided to buy some land.

At first, life was very difficult. They worked very hard and they planted millions of seeds. They used rainwater to water the seeds. They needed about a billion liters of water a year.

They grew many fruits like oranges and lemons. They brought animals to the land. They planted trees and flowers.

Today, Lucas lives on the farm with his mom and dad. They are very happy and they have a good life. They are very proud of Lucas's grandparents. They used plants to make the land green.

Answers:

Lucas is a boy who lives on a farm in America. The story is about his grandparents started the farm.

3 Work with a partner. Answer the questions

- 1 Why did Lucas's grandparents plant seeds?
- 2 How did Lucas's grandparents change the land?
- 3 Why do you think Lucas likes the farm?

4 Do you like the story? Explain your answer

boring OK interesting I don't understand

5 Work with a partner. Why is it important to turn desert land into farmland?



Think!

Work with a partner. What do you think was the most difficult thing for Lucas's grandparents to do? Why?

Complete the sentence:

Farms are good for the land because



55

STUDENT'S BOOK

page 55

3 Work with a partner. Answer the questions

- 1 Read the questions with the class. Replay the audio. Ask students to read and listen and then answer the questions in pairs.
- 2 Conduct open class feedback.

Answers:

- 1 Lucas's grandparents planted seeds because the land was dry, and nothing was growing.
- 2 The plants helped the land because they cleaned the water and made the land green.
- 3 Lucas likes the farm because he has a good life. He likes the fruit and animals.

Extra practice

- 1 Play *Vocabulary hunt*. You can play this as a team game with groups writing down their answers and scoring points, or open class with students shouting out the answers.
- 2 Tell students you are going to read some definitions and they need to find the right word in the text.
Not normal or average (special)
Parents of your parents (grandparents)

Dirty, unclean air (polluted air)
Water that comes from the sky (rainwater)
Citrus fruit (oranges and lemons)
Feel good about an achievement (proud)

4 Do you like the story? Explain your answer

- 1 Ask students to discuss the story using the words in the box.
- 2 Monitor and encourage students to give reasons.
- 3 Conduct open class feedback. Discuss anything that the students did not understand.

Students' own answers

5 Work with a partner. Why is it important to turn desert land into farmland?

- 1 Discuss the question in pairs.
- 2 Conduct open class feedback. Accept any reasonable answers.

Suggested answers:

Turning desert land into farmland is very important for our future. The population of our country grows every day, so it is important to plant more and more crops to feed everyone. It is also useful for the environment to plant more trees and plants.



Think!

- 1 Put students into pairs and ask them to make a list of four things that were difficult for Lucas's grandparents to do. Have the pairs decide which of these things was the most difficult thing to do. They should be able to explain their choice.
- 2 Monitor and encourage students to think of reasons to justify their answers.
- 3 Conduct open class feedback. Ask one pair to say what they think was the most difficult thing to do and explain their choice. Then ask the class if anyone has a different answer.
- 4 Have students complete the sentence individually. Monitor and assist as needed.

Suggested answers:

The most difficult thing was probably when they first moved to the desert. Farms are good for the land because farmers look after the soil. Their plants also help nature, such as bees and butterflies. These also help birds.

Extra practice

- 1 Put the students into two groups: students who want to live on a farm; and students who don't want to live on a farm.
- 2 Put the students into small groups with some students from group 1 and some students from group 2. Have students try to convince each other of their opinion.
- 3 Conduct open class feedback – did anyone change their mind?

Presentation

- Write the number 1 on the board and ask *What is this?* (one). Add a zero and ask *What is this?* (ten). Continue to add zeros and ask *What is this?* 100 (one hundred), 1000 (one thousand), 10,000 (ten thousand), 100,000 (one hundred thousand).
- Say *Now we are going to look at even bigger numbers.*
- Have students look at page 56. Hold your book up and point to the picture. Ask students *How many zeros there are in one billion?* Explain that *billion* is sometimes called *milliard* (9).

6 Look and label the diagram with the correct numbers

- Read out the numbers in the box and have students repeat them.
- Explain that the numbers on the diagram increase in size from right to left from the ones to the millions. Have students label the diagram with the correct numbers. Point out to students that billion means "milliard" in maths books.
- Conduct open class feedback reading the numbers from right to left.

Answers:

Ones, tens, hundreds, thousands, ten thousands, hundred thousands, millions, ten millions, hundred millions, billions

7 Read and match

- Have pairs match the words to the numbers.
- Monitor and assist as necessary.
- Conduct open class feedback.

Answers:

1c 2d 3a 4e 5b

Extra practice

- Play a memory game.
- Put students into pairs and give them 12 small pieces of paper. Write these numbers on the board and have students copy them onto the twelve pieces of paper in pencil (one number or word per piece of paper):

Ten thousand	10,000
A billion	1,000,000,000
A hundred million	100,000,000
Ten million	10,000,000
A hundred thousand	100,000
A hundred	100
- Demonstrate the activity with a student. Put all the pieces of paper face down and mix them up. Turn over two pieces of paper. If they are a match, say *It's a match, I win* and keep them. If they are not a match, say *Not a match* and put them back in the same place, face down.
- Tell students that to win this game they have to concentrate and remember the position of the numbers.

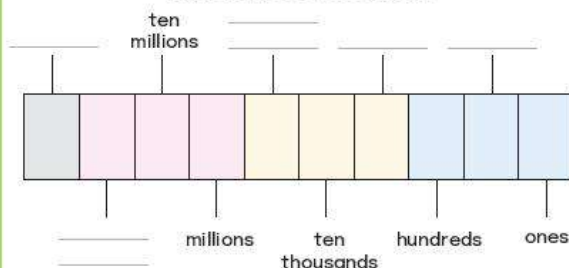


A billion is a thousand million: 1,000,000,000.

6 Look and label the diagram with the correct numbers

billions hundred millions hundred thousands tens thousands

Large numbers up to billions



7 Read and match

- | | |
|-----------------|----------------------|
| 1 1,000,000,000 | a a thousand |
| 2 100,000,000 | b ten thousand |
| 3 1,000 | c a billion |
| 4 100,000 | d a hundred million |
| 5 10,000 | e a hundred thousand |

- Have students play the game in pairs until all the papers have gone. The winner is the student with the most matches at the end of the game.
- Fast finishers can play a second round.

PRONUNCIATION

8 Match. Listen and check

swim slice swan slippers



sweets sweep sleep switch

9 Listen, check, and say

10 We use the suffix *-ful* at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary

beautiful
careful
colorful
helpful
useful

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	l	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

57

STUDENT'S BOOK

page 57

8 Match. Listen and check

- Write the minimal pairs: *slice swim slim sweep sleep swing sling* on the board. Read them out and have students repeat them.
- Put students in pairs and ask one student to say the words while the other student watches them, then change. Ask students *What happens to your mouth when you say sl words?* (Your tongue touches the back of your top teeth.) *What happens to your mouth when you say sw words?* (You put your lips together and make an O shape.)
- Hold up your book open at page 57 and point to Exercise 8. Have students open their books. Drill the words in the boxes then have students match the words with the pictures. They can check their answers in the next exercise.

9 [audio 1.25] Listen, check and say

- Play the audio.
- Students check their answers and repeat the words.

Audioscript

1 swim 2 swan
3 sleep 4 switch
5 slippers 6 slice
7 sweets 8 sweep

Answers:

1 swim 2 swan 3 sleep
4 switch 5 slippers 6 slice
7 sweets 8 sweep

10 We use the suffix *-ful* at the end of many adjectives. It means *full of*. Find the words in the box. Check the meaning of the words in a dictionary.

- Check that students understand the activity by finding and circling a word as an example.
- Students can complete the task in pairs.

Answers:

s	l	i	h	e	p	y	u	c	m
c	a	r	e	f	u	l	i	o	w
e	s	t	l	r	g	b	w	l	h
d	w	s	p	a	n	r	t	o	t
u	s	e	f	u	l	d	u	r	d
e	h	i	u	s	w	i	t	f	h
u	p	m	l	n	g	e	o	u	b
b	e	a	u	t	i	f	u	l	e

Extra practice

- Stick the two pieces of paper with *sl* / *sw* written on them on different sides of the classroom: *swim, swan, slim, sweep, sleep, swing, sling, sleep, switch, slippers, slice, sweet*.
- Read the list of words and have students point to the correct sound.

Closing

- Tell students that in the next lesson, they are going to learn about the life cycle of a sunflower.
- Ask students to find out one fact about sunflowers for the next lesson.

LESSON 5

pages 58-59

- Objectives:** To learn about the life stages of a sunflower
To learn about and describe the life stages of a tomato
To describe a process in the present simple
- Vocabulary:** *after, after that, finally, first, next*
- Language:** Present simple for processes and sequencing with sequencing words
*First, you plant the seed in soil.
Next, the seed germinates.*
- Materials:** Student's Book pages 58-59
Audio files 1.26-1.27

Opener

- Ask students to walk around the class telling each other their facts about sunflowers that they prepared at home.
- Write the word *life stage* on the board. Ask students if they know what it means. Explain that they are going to learn about the life stages of plants in this lesson.

STUDENT'S BOOK

page 58

1 Look and order the life stages of a sunflower. Listen and check

- Tell students to open their books to page 58. Have pairs brainstorm what they can see. Conduct open class feedback.
- Ask students to put the pictures of the life stages of a sunflower in the correct order. They can do this in pairs or small groups.

Answers:

1e 2a 3f 4c 5b 6d

2 Complete the sentences about the life stages of a sunflower with the words in the box

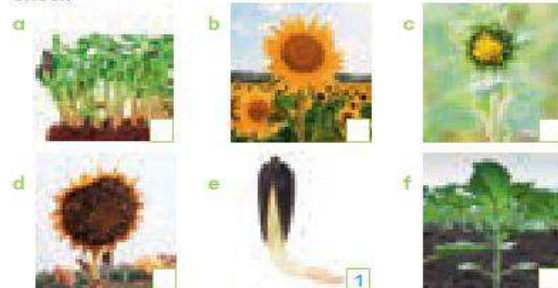
- Explain that we can use certain words to explain the order in which things happen.
- Have students look at Exercise 2 and read through the sentences before trying to complete the missing words.
- Students then work in pairs. Do not go over the answers yet.

3 [audio 1.26] Listen and check

- Play the audio.
- Students listen and check their answers.
- Ask students to look at the sentences again. Ask *What is the difference between after that and after?* (*After that* refers back to a previous stage, *after* is used with a time period e.g. 2 weeks, 1 year, etc.)

LESSON 5

1 Look and order the life stages of a sunflower. Listen and check



2 Complete the sentences about the life stages of a sunflower with the words in the box

After After that Finally **First** Next

- First**, you plant the sunflower seed in soil. You put it in sunlight and water it.
- _____, the seed germinates and it starts to grow roots under the soil.
- _____, the shoot grows above the soil. It grows leaves. It gets taller.
- _____ about 4 months, the sunflower opens and faces the sun.
- _____, the sunflower dies and drops its seeds. The process begins again.

3 Listen and check

Audioscript

- First, you plant the sunflower seed in soil. You put it in sunlight and water it.*
- Next, the seed germinates, and it starts to grow roots under the soil.*
- After that, the shoot grows above the soil. It grows leaves. It gets taller.*
- After about 4 months, the sunflower opens and faces the sun.*
- Finally, the sunflower dies and drops its seeds. The process begins again.*

Answers:

- First
- Next
- After that
- After
- Finally

4 Listen and complete the life stages of a tomato



- 1 First, you _____
- 2 _____, the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot _____
It grows taller.
- 4 Finally, the _____
- 5 _____ a few weeks, the tomato plant _____
The process begins again.

5 Choose a plant. Write about the life stages of the plant

Answers:

- 1 First, you plant the tomato seed in soil. You put it in sunlight and water it.
- 2 Next, the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot grows above the soil. It grows taller.
- 4 Finally, the plant grows leaves, flowers and tomatoes.
- 5 After a few weeks, the tomato plant dies and drops its seeds. The process begins again.

5 Choose a plant. Write about the life stages of the plant

- 1 Explain the task. Students can work in pairs or groups. Encourage them to choose different plants if possible.
- 2 Go round and monitor, offering help and support.
- 3 Encourage pairs/groups to compare their work and give each other constructive feedback.
- 4 You could take in their work to mark.

Students' own answers

Extra practice

- 1 Play jumbled up words with the key words from this lesson. You can do this as a whole class activity by writing the words on the board one by one and having the students call out the answer. Alternatively, you could have pairs copy the list of jumbled up words and write the answers. Examples:
fleur sewn (sunflower)
fail Lyn (finally)
gni meter (germinate)
ho sots (shoots)
torso (roots)
silo (soil)
a motto (tomato)

Closing

- Tell students that in the next lesson, they are going to be writing about an Egyptian plant. Put students into small groups and have them discuss which plant they would like to write about.
- Tell students to research information about their plant and bring books / pictures of their chosen plant to the next lesson.

STUDENT'S BOOK

page 59

4 [audio 1.27] Listen and complete the life stages of a tomato

- 1 Hold your book up at page 59 and point to the diagram of the life stages of a tomato. Ask students to find the first stage of the life stage (planting seeds).
- 2 Have pairs talk about each stage of the life stage using the pictures as prompts. Circulate and monitor, helping with vocabulary as necessary.
- 3 Have pairs read through the 5 incomplete sentences to get a general understanding of the text. Ask them to listen and complete the gaps in the sentences.
- 4 Play the recording more than once if necessary.

Audioscript

- 1 First, you plant the tomato seed in soil. You put it in sunlight and water it.
- 2 Next, the seed germinates, and it starts to grow roots under the soil.
- 3 After that, the shoot grows above the soil. It grows taller.
- 4 Finally, the plant grows leaves, flowers and tomatoes.
- 5 After a few weeks, the tomato plant dies and drops its seeds. The process begins again.

LESSON 6

pages 60-61

Objectives:	To work collaboratively to write a factual report To research and write a factual report about an Egyptian plant To revise language learned in Unit 3 To do a self-assessment of their progress
Language:	Present simple for facts <i>Papyrus is a very special plant that grows in the Nile Delta.</i> Revision of language from Unit 3
Materials:	Student's Book pages 60-61 Books and pictures about plants (to be brought in by students) Colored pencils

Opener

- Play *Back to the board* with vocabulary from this unit. Have one student sit in a chair in front of the board, facing the class but not the board. Write a word on the board. The class have to explain the word so that the student can guess it.
- If your class like competitions, more than one student could sit in front of the board and try to guess the word. When they think they know the answer, they should put up their hand to tell you.
- Possible words: *habitat, daisy, reed, pollen, pollution, noise, billion, germinate, soil.*

STUDENT'S BOOK

page 60

1 Work in groups. Think and research

- Tell students they are now going to write their own plant report.
- Have students sit in groups and share the information they found out for homework.
- The students should write a plan for their report including what information they are going to write and the order they are going to write it in. They should show you their plans before starting to write.

2 Read and do

- Write the word *Papyrus* on the board. Ask students if they know what this is. Accept any reasonable answers and make notes on the board.
- Point to the text about papyrus and ask students to check if any of the information on the board is mentioned.
- Have students read the text again and answer the questions in Exercise 1 using the information about papyrus.
- Now ask students to use the text on papyrus as a model for their reports. Ask them to look at their plans again.
- When you are happy with their plans, have the students start writing and drawing. Set a time limit for them to finish by. (Early finishers can look through the unit and write down facts. This will be used after the self-assessment).

LESSON 6



A REPORT ABOUT A PLANT

1 Work in groups. Think and research

Find an Egyptian plant.

- Why is it an important plant?
- What does the plant need?
- Where does it live?

2 Read and do

- Draw or find some pictures you can use.
- Make your report with your group.

Papyrus

Papyrus is a very special plant. It is famous because Ancient Egyptians used papyrus to make paper. They also made sandals and baskets from papyrus.

Papyrus needs a lot of water and warm weather to grow quickly. It grows in the Nile Delta near the river.



3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

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3 Present

- Have students display their reports on the wall. Students should walk around the room reading the other students' reports. For each report they should think of one thing they like and one suggestion of how it could be improved.
- Conduct open class feedback.

SELF-ASSESSMENT

UNIT
3

4 Do you remember the names for these parts of a plant?
Look and write



5 Look and make superlative sentences

1 tall / land animal / giraffe *The tallest land animal is the giraffe.*

2 heavy / land animal / elephant

3 small / part of a plant / plant cell

4 old / tree / Californian Redwood

5 big / flower / rafflesia arnoldii

6 dangerous / plant / oleander



rafflesia
arnoldii



oleander

6 Do you remember? Read and write

1 Why do plants need sunlight and water?

2 Why are plants useful?

7 Think about Unit 3

Write two things you enjoyed. Write two things you learned.

61

STUDENT'S BOOK

page 61

Self Assessment

Opener

- Remind them that the self-assessment is not a test, but that it will help you decide the areas that they need more help with and the areas that they are confident with. Students should complete the self-assessment at their own pace.

4 Do you remember the names for these parts of a plant? Look and write

- Say *Look at these pictures. What can you see? Write the words under the pictures.*
- Students can look back in the unit for any words that they have forgotten.

Answers:

1 fruit/tomatoes	2 roots	3 shoot
4 seeds	5 leaf	6 flower

5 Look and make superlative sentences

- Read the example and check students are clear about the task.
- Refer them back to the Language Focus on page 48 if they need more help with this.

Answers:

- The tallest land animal is the giraffe.
- The heaviest land animal is the elephant.
- The smallest part of a plant is the plant cell.
- The oldest tree is the Californian Redwood.
- The biggest flower is the rafflesia arnoldii.
- The most dangerous plant is the oleander.

6 Do you remember? Read and write

- Ask students to read the two questions.
- Students can look back in the unit for any information that they have forgotten.

Answers:

- To make food (photosynthesis).
- Plants are useful for many reasons, for example, they give us food, they clean the air and water and provide wood.

7 Think about Unit 3

- Have students complete the exercise individually and then discuss their answers in groups.
- Feedback open class and make notes of what students enjoyed and learned.

Extra practice

- Play *True or False*. Read factual sentences out and have students guess whether they are true or false.
Chocolate comes from coconuts. (False. It comes from cocoa.)
Lotus flowers grow in rivers and lakes. (True)
Roses are taller than daisies. (True)
Animals help seeds travel. (True)
Lotus flowers can clean water. (False, but reeds can.)
Plants take in carbon dioxide and produce oxygen. (True)
Sunflower seeds need water to grow. (True)
Most paper in Egypt is made from papyrus. (False)

Optional task: plant sunflowers

- Sunflowers are amongst the fastest germinating and growing plants. They are great for planting with students.
- Soak the sunflower seeds in water for 12-24 hours before planting. This reduces the time needed for germination.
- Plant the seeds in 7.5 cm pots (or tin cans) of compost. Push the seeds into holes 1.5 cm deep and then cover with soil. Water the seeds regularly.
- It should take 2-7 days for the seeds to germinate and shoots to appear.
- When the seedlings are 10 cm tall, they can be planted outside in a sunny but sheltered spot.

Closing

- Have students turn to page 42. Ask them the question: *Why are plants green?* Elicit an answer *Plants are green because of the chloroplasts needed for photosynthesis.*
- Have students turn to page 43 *In this unit I will ...*
- Go through the objectives one by one, asking students which they enjoyed and which they found the most difficult.

REVIEW

1

LESSON 1

pages 62-63

- Objectives:** To revise the vocabulary and language of units 1-3
- Vocabulary:** camel, crocodile, eagle, esophagus, fennec fox, large intestine, leaf, lungs, onions, root, seed, shoot, seedling, small intestine, snake, spider, stomach, sugarcane, waste, watermelon
- Language:** The present simple for facts
What's this? It's the mouth. It's the beginning of the digestive system.
- Materials:** Students Book pages 62-63
Audio file 1.28
15 small, blank pieces of paper per pair of students (optional)
Orange, blue, black, green, and pink pencils

Opener

- Ask one or two students *What do you remember about units 1, 2 and 3?* Have students ask each other and find out how many different things the class can think of. This can be done as a class mingle or in small groups.

STUDENT'S BOOK

page 62

1 [AUDIO 1.28] Listen and point

- Say *We are going to review the language and topics from the first 3 units of this book.*
- Hold up your book open at page 62. Point at the board game and ask students what they can see.
- Play the audio and have the students point to the correct picture. Pause the audio or repeat the word if students find this difficult.

Audioscript

- | | |
|--------------|--------------|
| 1 seeds | 2 watermelon |
| 3 fennec fox | 4 crocodile |
| 5 eagle | 6 leaf |
| 7 onions | 8 shoot |
| 9 snake | 10 spider |
| 11 root | 12 sugarcane |
| 13 flower | 14 lungs |
| 15 camel | |

2 Look and write

- Have students look at the game again and write down what they can see in each picture.
- Monitor and assist as necessary.
- Conduct open class feedback asking: *What's number (fifteen)?* Check the spelling of difficult words such as *fennec, eagle, crocodile, onions, sugarcane, and flower.*

REVIEW 1

LESSON 1

1 Listen and point

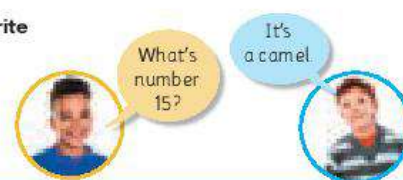
Start



Finish

2 Look and write

3 Play and say



62

Answers:

- | | | |
|-------------|--------------|--------------|
| 1 seeds | 2 watermelon | 3 fennec fox |
| 4 crocodile | 5 eagle | 6 leaf |
| 7 onions | 8 shoot | 9 snake |
| 10 spider | 11 root | 12 sugarcane |
| 13 flower | 14 lungs | 15 camel |

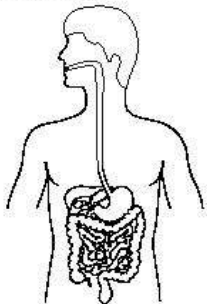
3 Play and say

- Give out 15 small, blank pieces of paper to each pair and have them write the numbers 1-15 on them.
- Demonstrate the activity with a strong student. Pick up one piece of paper and read the number out to the class (for example number 9). Then ask the strong student: *What's number 9?* The student should answer *It's a snake*. Put the number aside, not back in the pile. Then have the student pick a number from the pile and ask you *What's number ...?* and answer their question.
- If you do not have small pieces of paper, focus on the photographs in Exercise 3 and demonstrate by choosing and asking about numbers with a strong student without using papers.
- Monitor and assist as necessary while students work in pairs.
- Conduct open class feedback, asking *Which was the easiest? Which was the most difficult?*

(Inclusive Techniques Review 1, refer to page xiii)

4 Read and color the digestive system

- Color the mouth red. Color the large intestine green.
Color the esophagus orange. Color the stomach pink.
Color the small intestine blue.

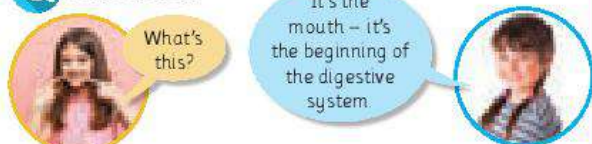


5 Complete the sentences with the words in the box

waste gastric juice small intestine esophagus

- The _____ goes from the mouth to the stomach.
- The _____ digests food.
- From the stomach, food goes to the _____.
- The large intestine removes _____.

6 Point and say



63

Extra practice

- Ask students to close their books and have pairs try to remember all 15 pictures.

STUDENT'S BOOK

page 63

4 Read and color the digestive system

- With books closed, write *The Digestive System* on the board and ask students to brainstorm everything they can remember about the digestive system in pairs.
- Have students open their books at page 63. Hold your book up and point to Exercise 4.
- Have pairs look at the picture and say the names of the different organs. Monitor and assist.
- Conduct open class feedback.
- Have students color the organs. Monitor closely and assist as it will be difficult for students to change incorrectly colored organs.
- Have students hold up their books so that you can visually check their answers.

Answers:



5 Complete the sentences with the words in the box

- Say the words in the box out loud and have students repeat them after you and point to them on the diagram.
- Ask students what *waste* means (unwanted and unusable food and liquid).
- Have students read the sentences and complete them using the words in the box.
- Monitor and assist as necessary.
- Conduct open class feedback by reading the sentences aloud and pausing before the missing word so that students can provide the answers. Allow enough time for students to rewrite any incorrect answers.

Answers:

- | | |
|-------------------|-----------------|
| 1 esophagus | 2 gastric juice |
| 3 small intestine | 4 waste |

6 Point and say

- Tell students they should work in pairs and ask and answer *What's this?* about the picture.
- Model the exercise with a strong student.
- Walk around and monitor, help as necessary.
- Conduct open class feedback.

Extra practice

- Ask students if they can give you any extra information about each part of the body in the picture, for example:
Esophagus – it goes from the mouth to the stomach, it is 20 cm long
Stomach – food goes from the stomach to the small intestine
Small intestine – it is thin but very long (6.5m)
Large intestine – it removes waste, is thick but not very long (1.2m)
- You could also play *True or false*. Read out these sentences about the digestive system. Explain to students they have to decide if the statements are true or false. If the statement is true, they should raise their hands. If it is false, they should keep their hands down.
 - The lungs are an important part of the digestive system. (False – they are part of the respiratory system.)
 - The esophagus carries food from the mouth the stomach. (True)
 - The small intestine is 6.5m long. (True)
 - The large intestine is 8m long. (False, it is 1.2m long.)
 - The large intestine removes waste. (True)
 - The digestive system is nearly 9m long. (True)
 - It takes two days to digest a hamburger. (False, it takes 26 hours.)

Closing

- Tell students that in the next lesson, they will be writing about a desert animal.
- Ask students to do some research about a desert animal and to bring this information to the next lesson.

LESSON 2

pages 64-65

- Objectives:** To revise the vocabulary, language and phonics from units 1-3
- Vocabulary:** *close, desert, drink, flat, fur, important, milk, nose, sand, strong*
- Language:** The present simple for facts. *Camels are good animals for the desert because they don't drink a lot of water.*
The prefix re-. *I need to re-paint my garden table.*
- Materials:** Students book pages 64-65
Audio files 1.29-1.30

Opener

- Ask students to tell you the information they found at home about a desert animal.
- Ask one or two students *What do you remember about camels?* Have students ask each other and find out how many different things the class can think of. You can do this as a class mingle or in small groups.

STUDENT'S BOOK

page 64

1 Look and complete with the words in the box

- Focus on the picture of the camel and ask students to tell you what they can see.
- Read the words from the word box out loud and have the students repeat them after you.
- Have students read the incomplete text once without writing anything. This will help them get a general understanding of the text.
- Have students complete the text using the words from the text box. They can check their answers in the next activity.

2 [audio 1.29] Listen and check

- Play the audio so that students can check their answers.

Audioscript

I love camels. They are very important animals in Egypt. They are strong and they can carry people and things across the desert.

They are tall animals, with thin legs. Their milk is delicious, and we can use their fur to make clothes. Camels are good animals for the desert because they don't drink a lot of water. Their feet are flat so they can walk on sand in the desert. They can close their noses and eyes to stop the sand from coming in.

Answers:

- | | | |
|-------------|----------|----------|
| 1 important | 2 strong | 3 desert |
| 4 milk | 5 fur | 6 drink |
| 7 flat | 8 close | 9 sand |

Extra practice

- Have students read the completed text again, and underline

LESSON 2

1 Look and complete with the words in the box

close desert drink flat fur important milk sand strong

I love camels. They are very 1 _____ animals in Egypt. They are 2 _____ and they can carry people and things across the 3 _____.

They are tall animals, with thin legs. Their 4 _____ is delicious and we can use their 5 _____ to make clothes.

Camels are good animals for the desert because they don't 6 _____ a lot of water. Their feet are 7 _____ so they can walk on sand in the desert. They can 8 _____ their noses and eyes to stop the 9 _____ from coming in.



2 Listen and check

3 Think of another desert animal. Draw and write

I love _____. They are _____.

They _____.

_____. They _____.

_____.

_____.

They are good animals for the desert because they _____.

64

all the adjectives. This will help them when they write their own texts.

Answers:

important, strong, tall, thin, delicious, good, flat

3 Think of another desert animal. Draw and write

- Have pairs brainstorm desert animals for one minute.
- Conduct open class feedback.
- Choose one of the suggested animals (for example scorpions) and read out possible endings for the sentence stems and ask students to suggest more.
For example: I love *scorpions*. They are *dangerous*. They are *exciting and powerful*. They are *sometimes black and sometimes brown*. They are *good animals for the desert because they do not need a lot of water and they can dig in the sand*.
- Have students write sentences about their chosen animal. They can use the information they researched at home if they want.
- Fast finishers should write extra sentences describing their animal.

Extra practice

- Read the following text out loud and ask students to guess

4 Listen and write the words you hear. Then match

1 nose

2 c

3 m

4 s

5 s

6 s

7 p

8 b



5 Complete the sentences with verbs with 're'

paint make clean do



1 Today I need to redo my little brother's band-aid.



2 The kitchen was clean this morning, but now I need to reclean it.



3 I need to repaint my garden table.



4 I burnt the pancakes - I have to remake them.

65

the animal you are describing (a beetle):

I love _____. They are small and round. They are brown, black, red and sometimes green! They can be lots of different colors. They are insects. They are good animals for the desert because they do not need much water and they can live in hot and cold places. What animal is this?

- 2 Now put students into small groups. Tell them to read their sentences from Exercise 3 but NOT to read the animal's name. The other students in the group should guess the animal. If they do not know the answer, they can ask questions such as *What color is it? What does it eat?*

STUDENT'S BOOK

page 65

4 [audio 1.30] Listen and write the words you hear. Then match

- Hold up your book open at page 65. Point to Exercise 4. Explain that students should listen and write the words that they hear.
- Play the audio.
- Check the spelling of words and write problem words on the board.
- Hold your book up and point to the line between the word *nose* and the picture of *nose*. Tell students to match the other words and pictures.
- When they have finished, ask students to say the words. Check their pronunciation carefully.

Audioscript

1 nose

2 cake

3 mom

4 slice

5 swan

6 slippers

7 pelican

8 beak

Answers:

1 nose

2 cake

3 mom

4 slice

5 swan

6 slippers

7 pelican

8 beak

Extra practice

- Spell the words in reverse and have students guess the word. For example: nacilep (pelican), sreppils (slippers), eson (nose), kaeB (beak), ecils (slice)

5 Complete the sentences with verbs with 're'

- Write *Prefix re-* very messily on the board so that it is difficult for the students to read. Ask students *Shall I rewrite this?*
- Rewrite *Prefix re-* neatly on the board and say *Please reread this.*
- Ask students what the prefix *re-* means (to do something again).
- Focus on the word box in Exercise 5. Explain that students have to choose the correct verb to complete the sentences. Look at the example together then have students complete the activity individually.
- Highlight the difference between *do* and *make* (*do* is more practical for example; applying a band-aid, and *make* is more creative for example; cooking).

Answers:

1 redo

2 reclean

3 repaint

4 remake

Extra practice

- Have students copy this table into their notebook.

	Yes	No
Do you usually reread books?		
Do you often rewrite your homework?		
Are you good at retelling jokes?		

Demonstrate the activity with a strong student. Ask *Do you usually reread books?* If they say *yes*, write their name in the *yes* column. If they say *no*, write their name in the *no* column. Show your table to the class.

- Explain that you only need one name for *Yes* and one name for *No*. Check that they understand by asking *Should I write one name in this box or two names? (one)*
- Have students walk around the class asking and answering the questions.

Closing

- Tell students that in the next lesson, they are going to learn about an important Egyptian plant.
- Put students into small groups and ask them to choose a plant. Ensure that the groups are different from those in Unit 3 lesson 6 and that they choose a different plant.
- Tell students to bring information and books about their plant for the next lesson.

LESSON 3

pages 66-67

Objectives:	To revise the vocabulary and language from units 1-3 To read about an important Egyptian plant To research and give a factual presentation about an important Egyptian plant To self-evaluate progress made in units 1-3
Vocabulary:	<i>bedsheet, climate, conditions, cotton, humid, towel</i>
Language:	Present simple for facts <i>The sun shines almost every day. The Egyptians make fantastic bedsheets and towels from the cotton.</i>
Materials:	Students Book pages 66-67 Materials for report writing (paper, coloring pencils, scissors, glue, etc.) Books and information about plants (brought in by students)

Opener

- Tell students you are going to say the name of some plants and they have to tell you if they grow well in Egypt.
- Palm trees* (yes), *tamarisk* (yes), *acacia* (yes), *tea plants* (no), *reeds* (yes), *water lilies* (yes), *spaghetti trees* (no – they do not exist!)

STUDENT'S BOOK

page 66

PRESENTATION

1 Work in groups. Choose an important Egyptian plant

- Hold up your book open at page 66, and point to the pictures of the cotton plant and the cotton towels.
- Ask students to tell you what they know about cotton. Accept any reasonable answers. Write notes on the board.
- Have students read the text and see how many of their ideas are mentioned.
- Read out the information prompts in Exercise 1 and ask students to find the answers in the text about cotton.
- Conduct open class feedback.

Answers:

Where can you find it? It grows along the Nile
What does it need to live? It needs soil, nutrients, water, and sunshine.
What does Egypt make from it? Egypt makes bedsheets and towels.
Why is it important for Egypt? It is important because people export and sell Egyptian cotton all over the world.

PRESENTATION

1 Work in groups. Choose an important Egyptian plant

Find out about it:

- Where can you find it?
- What does it need to live?
- What does Egypt make from it?
- Why is it important for Egypt?



Egyptian cotton



Egyptian cotton towels

Egypt's cotton

Egypt is very famous for its cotton. It is probably the best cotton in the world. This is because the Egyptians grow it along the Nile, and the Nile soil is very rich in nutrients. The Egyptian **climate** is **humid**, that is wet. The sun shines almost every day. All these **conditions** are excellent for very good cotton.

Egyptian cotton is special because its fibers are longer than other cottons. Egyptians make fantastic **bedsheets** and **towels** from the cotton, as well as other things. The cotton goes to countries all over the world, because many people love Egyptian cotton.

2 Read and do

- Draw or find some pictures you can use.
- Make your report with your group.



humidity: water vapor in the atmosphere

3 Present

Have a class exhibition. Tell your friends one thing you like about their report and one suggestion.

66

2 Read and do

- Tell students they are now going to write their own report about a plant.
- Have students sit in their research groups and share the information they found out for homework.
- The students should write a plan for their report including what information they are going to write, the order they are going to write it in, and the pictures they are going to include. They should show you their plans before starting to write. Read the box on humidity and see if students can use this word in their work.
- When you are happy with their plans, have the students start writing and drawing. Set a time limit for them to finish by.

3 Present

- Have students display their reports on the wall. Students should walk around the room reading the other students' reports.
- For each report, they should think of one thing they like and one suggestion of how it could be improved.
- Conduct open class feedback.

SELF-ASSESSMENT

Now I can...

1 say food



2 say desert animals



3 say parts of a plant



4 say these sounds

long vowels home, snake

short vowels pan, mom

p pea, pin

b bear, bird

s/ slice, sleep

sw swan, sweet

4 say these sounds

- 1 Repeat and drill the words in Exercise 4
- 2 Ask students if they know any other words with the same sounds, for example:
long vowels: lake, June
short vowels: pot, tap
p: pear, prickly
b: big, bamboo
s/: slow, slip
sw: switch, swallow

Closing

- Praise the students for their progress in these units.
- Tell students that in the next lesson, you are going to learn about chocolate. Ask students to find out one fact about chocolate for the next lesson.
- If permitted in your school, ask students to bring some chocolate to share to the next lesson. However, make sure that no students have any allergies that could be problematic if they eat chocolate.

67

STUDENT'S BOOK

page 67

Self-Assessment

- 1 Explain that the self-assessment is not a test and that it helps you see what they understand, and what they need more help with.
- 2 Students should work through the exercises, ticking the pictures that they can name and the sounds that they can say.
- 3 Conduct open class feedback asking students to name the pictures. Ask students which they found easy to remember and which they found difficult.
- 4 Drill the sounds and words in Exercise 4.
- 5 Ask pairs to think of two more examples of each sound.
- 6 Accept any reasonable answers and share them with the whole class.

Answers:

- 1 chicken, grapes, milk, onions, rice, bananas, potatoes, mangoes, watermelon, sugarcane
- 2 camel, fennec fox, eagle, crocodile, rhinoceros, gazelle, spider, pelican, snake
- 3 seeds, root, fruit/tomatoes, flower, shoot, leaf

LESSON 4

pages 68-69

NON-FICTION READER

Objectives: To revise the vocabulary and language from units 1-3
To understand a factual text
To order the stages of a process

Vocabulary: bar (of chocolate), cacao tree, dry, factory, pods, roast, seed, seedling

Language: Past simple for finished events
People in Mexico were the first to make chocolate
Present simple for processes
The farmer roasts the seeds in an oven.

Materials: Students book pages 68-69
Audio file 1.31
Chocolate (optional)

Opener

- Ask one or two students *What did you find out about chocolate?* Have students ask each other and find out how many different things the class can think of. This can be done as a class mingle or in small groups.
- If your class brought chocolate to class, tell them to leave it in their bags until the end of class (remember to check that no students have any allergies to chocolate. If they do, students should not share it in class).

STUDENT'S BOOK

page 68

1 Work with a partner. Ask and answer

- Have students ask and answer the questions in pairs. Monitor and assist as needed.
- Conduct open class feedback. Ask a few pairs for their opinions.

Students' own answers

2 [audio1.31] Read and listen to the text about chocolate

- Write the question *Where does chocolate come from?* on the board. Make sure students understand the difference between cacao and cocoa. Cacao is the raw seed, while cocoa is roasted.
- Have students cover the text. Tell them this will help them listen more carefully.
- Play the audio and ask them to listen for the answer to the question.

NON-FICTION READER

Where does chocolate come from?

1 Work with a partner. Ask and answer

Do you like chocolate?

When do you eat it?

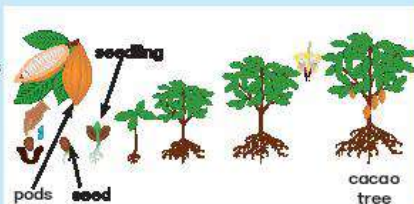
2 Read and listen to the text about chocolate

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the **cacao tree**. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called **pods**.



When the pods are ready, the farmers open them and **dry** them in the sun. The farmers **roast** the cacao beans in an oven. They take out the seeds.

The cocoa seeds go to a **factory**. In the factory, the workers add sugar and milk. Then they press it down to make a **bar** of chocolate. Then it's yummy to eat!

68

Audioscript

Where does chocolate come from?

People in Mexico were the first to make chocolate about 1,000 years ago. Spanish people brought chocolate to Europe in the 1500s. Now people make chocolate all around the world.

Do you know where chocolate comes from? It comes from the cacao tree. Today, most cocoa comes from trees which grow in Africa.

Farmers plant cacao seeds in the soil. The seeds need water and sunshine. The plants grow taller. The fruits of the cacao tree are called pods.

When the pods are ready, the farmers open them and dry them in the sun. The farmers roast the cacao beans in an oven. They take out the seeds.

The cocoa seeds go to a factory. In the factory, the workers add sugar and milk. Then they press it down to make a bar of chocolate. Then it's yummy to eat!

Answers:

It comes from the cacao tree.

3 Read again and choose the correct answer, a or b

- Who first made chocolate?
 - Mexican people
 - African people
- Who brought chocolate to Europe?
 - African people
 - Spanish people
- Most chocolate today comes from ...
 - Mexico.
 - Africa.
- To make chocolate, workers mix ...
 - cocoa seeds, milk, and sugar.
 - beans, fruit, and sugar.

4 Read and order

- ☒ 1 The farmer plants the cacao seed.
- ☐ 2 Then the farmer roasts the cacao seeds in an oven.
- ☐ 3 After that, the cocoa seeds go to the factory.
- ☐ 4 The farmer picks the cacao beans and puts them in the sun.
- ☐ 5 The seed grows into a seedling and then a tree.
- ☐ 6 The factory workers add sugar and milk, and the chocolate is ready!
- ☐ 7 The tree grows cacao beans.
- ☐ 8 The seed germinates.



69

STUDENT'S BOOK

page 69

3 Read again and choose the correct answer a or b

- Have students uncover the text and read the text to find the answers to the four questions.
- Replay the audio if your students need extra support.
- Run through any particularly difficult vocabulary.

Answers:

1a 2b 3b 4a

Extra practice

- Write these words on the board and have students reread the text and find out why they are important: 1000, 1500s, pods, seeds.
- Feedback open class.

Answers:

1000: chocolate was first made 1000 years ago; 1500s: The Spanish brought chocolate to Europe; pods: this is the name of the cocoa tree fruit; seeds: chocolate comes from roasted cocoa seeds.

4 Read and order

- Hold your book up and point to Exercise 4.
- Point to number 1 *The farmer plants the cocoa seed*. Say this is the first stage in making chocolate. Explain that the other stages have all been mixed up.
- Ask students to number the stages. They can do this in pairs.
- Check their answers as a class.

Answers:

a1 b6 c7 d5
e3 f8 g4 h2

Extra practice

- Ask students to ask and answer questions about the text, like the example in speech bubbles.
- Play *Vocabulary hunt*. Read out these definitions and have the students look through the text for the vocabulary items. Read the first definition as an example:
 - The nationality of people from Spain* (Spanish)
 - Brown earth, used to grow plants* (soil)
 - Light from the sun* (sunshine)
 - Fruit of the cocoa tree* (pods)
 - Take away water* (dry)
 - Cook in an oven* (roast)
 - A place that manufactures or makes things* (factory)
 - Delicious* (yummy)

Closing

- If your class brought chocolate, this can now be shared with their classmates.
- Write the word *chocolate* in the middle of the board and draw a circle around it and lines coming out from it, to form a spidergram. Have students suggest words about chocolate. Write two or three of them on the board.
- Have small groups copy the spidergram into their notebooks and add more words to it. Set a time limit.
- Circulate and encourage students to write facts, adjectives, and types of chocolate products on their spidergram.
- Have students walk around the room looking at the other spidergrams. Have students look for similarities and differences between their spidergram and their classmates' spidergrams.
- Conduct open class feedback, asking about the similarities and differences.

UNIT 4

Introduction

pages 70-71

- Objectives:** To introduce students to the topic of the unit
- Vocabulary:** *unusual*
- Materials:** Student's Book pages 70-71
A map of Canada, photos of ice houses (optional)
Photos of unusual houses in Egypt (optional)

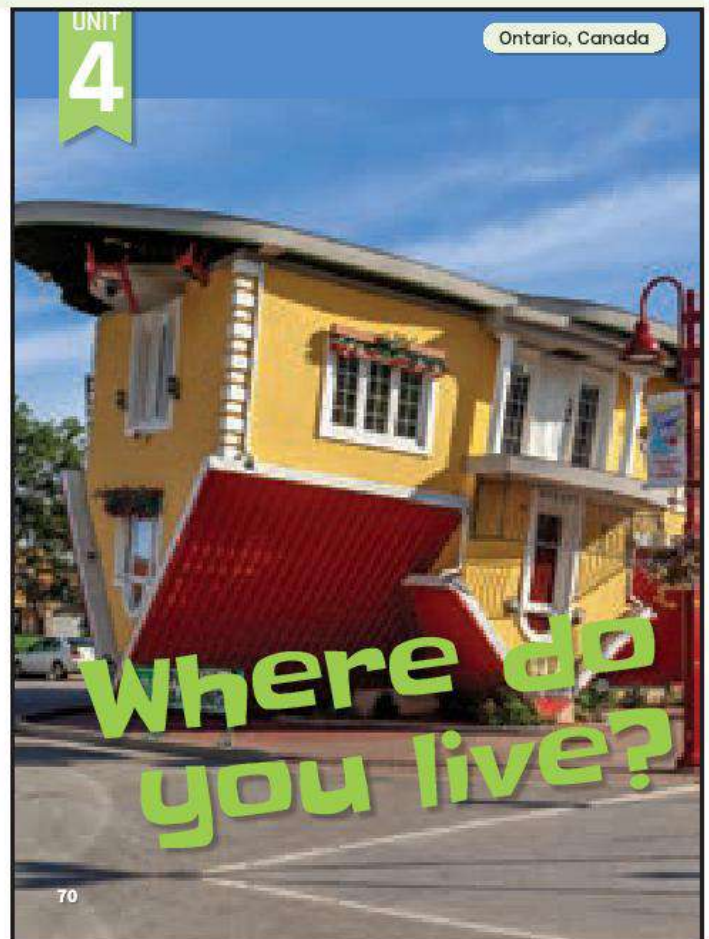
Opener

- Say *Hello (name) How are you?* to several students to encourage the response: *Hello, Miss/Mr (name). I'm fine thanks.*
- Ask who lives in an apartment building and get a show of hands. Ask if anyone lives in a house. Show a picture of an apartment and house to check understanding and say the words for students to repeat.

STUDENT'S BOOK

page 70

- 1 Look at the photo of the unusual house on page 70. Present the word *unusual*.
- 2 Ask *What's unusual about this house?* (The shape)



(Inclusive Techniques Unit 4, refer to page xiii)

In this unit I will ...

UNIT
4

- listen, read, research, and write about different houses and places in a town.
- practice making sentences with prepositions.
- read and listen to a short story.
- learn about and say words with /f/ and /v/.
- write a fact file.
- research and make a poster.



Look, discuss, and share

Why is this house **unusual**?

Do you think it is in the city or the country? Why?

Would you like to live in an unusual house? Why?

Did you know?

Canada has some very unusual houses. Some houses look like a cube. Other houses are made of ice.



Find out

Where are unusual houses in Egypt?
Share your answers with your partner.

71



Find out

- 1 Ask if students know of unusual houses in Egypt. Either let students use the internet or if this is not practical, ask them to bring some pictures of unusual Egyptian houses for the class to look at.
- 2 Ask them to think. Has anyone been to Siwa Oasis? Has anyone seen a Nubian house? Can they say what's unusual about them or the houses in the photos?

Closing

- Focus on the unit title and explain that students will be able to answer the question at the end.
- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.



Look, discuss, and share

- 1 Read the questions. Have students ask each other the questions.
- 2 Ask students in pairs to look carefully at the picture. Where do they think the house is, in the city or the country? (The city) Encourage them to say why.
- 3 Ask if students would like to live in an unusual house and if so, why. Elicit responses from pairs and share the best answers with the class.

Did you know?

- 1 Direct students to the *Did you know?* fact and read it aloud, with students reading and following as you do so.
- 2 Show Canada on a map if you can.
- 3 Say there are houses that are unusual shapes, like the house in the photo.
- 4 Find pictures on the internet of houses made of ice if you can. Show these to the class and ask *Would you like to live in one of these houses?* Elicit responses and get students to say why.

LESSON 1

pages 72-73

- Objectives:** To understand a conversation about a home
To learn the names of rooms and places in the home
To learn about different types of homes
To describe your home
- Vocabulary:** *apartment, balcony, bathroom, bedroom, cave, dining room, house, houseboat, kitchen, living room, tent*
- Language:** Present simple for facts
I live in an apartment. There is a living room and three bedrooms.
- Materials:** Student's Book pages 72-73
Audio files 1.32-1.35
Photos of the items of new vocabulary for this unit

Presentation

- Use the photos to present the rooms in a house and the places where you can live. Go through each one and say the name of each room. Ask students to repeat after you. Repeat once more.
- Place the photos on the board. As you point to a photo, repeat the word and have students repeat after you. Then ask individual students to say the word you point to.

STUDENT'S BOOK

page 72

1 [audio 1.32] Listen and read

- Look at the picture at the top of Page 72. Ask students to look at the picture and say who is in it, and what they think the two people are talking about.
- Play the audio for students to read along to.
- Then play the audio again. This time pause after each sentence and have students read aloud in unison.
- Ask the following questions to check comprehension: *Are they talking about an old house?* (No, they are talking about a new apartment.) *Which is Talia's favorite room?* (Her bedroom.) *Do they like the new apartment?* (Yes, they do.)
- Place the students in pairs and have them role-play the dialog.
- Ask confident pairs to come to the front of the class and role-play the dialog.

Audioscript

Mom: Look at our lovely new apartment!
Talia: It's fantastic!
Mom: Which is your favorite room?
Talia: For me it's my bedroom. I can relax and do my homework quietly.
Mom: My favorite is the living room with the balcony. I can see the whole street! Talia, can you help me organize the kitchen?
Talia: That sounds good, let's do it!

UNIT 4 LESSON 1 AT HOME

1 Listen and read

Mom: Look at our lovely new apartment!
Talia: It's fantastic!
Mom: Which is your favorite room?
Talia: For me it's my bedroom. I can relax and do my homework quietly.
Mom: My favorite is the living room with the balcony. I can see the whole street! Talia, can you help me organize the kitchen?
Talia: That sounds good, let's do it!



2 Listen again and answer the questions

- Where are Mom and Talia? _____
- What are they talking about? _____
- What is Mom's favorite room? Why? _____

3 Look and match

- kitchen ☒ c
- bedroom ☐
- bathroom ☐
- living room ☐
- dining room ☐
- balcony ☐



4 Listen and say the correct room

72

2 [audio 1.33] Listen again and answer the questions

- Direct attention to the questions and go over them with the class.
- Play the audio again and ask students to listen for the answers.
- Play the audio again and students write the answers. Monitor and help as needed.
- Go through the answers as a class.

Answer:

- They are in a new apartment.
- They are talking about their favorite rooms.
- Mom's favorite is the living room. She likes the balcony and she can see the street.

3 Look and match

- Ask students to look at the pictures in Exercise 3. Elicit the names of the rooms.
- Go over the names of the rooms in Exercise 3 and then ask students to match the words to the pictures. Monitor and help as needed.
- Go over the answers as a class.

5 Look and read. Then read and complete

UNIT
41 My grandparents live in a cave.

The rooms of their house are in the rock. Inside it's never too hot or too cold.



house



tent



cave

2 My aunt moved to a new apartment with her family. They are very happy because they have a big balcony.

apartment



houseboat

3 My friend and her family live on a houseboat. It's small, but she loves living on water.4 In the desert, some people live in a tent. This home is made of cloth.5 I love living in a house because it is big. My grandparents live with us. I can play outside with my brother and sister.

6 Listen and check

7 Work with a partner. Describe your home



I live in an apartment. My favorite room is the living room. I play games with my brother in the living room. Where do you live?



I live in a house. There is a living room and three bedrooms.

Answer:

1c
4f2d
5b3e
6a

4 [audio 1.34] Listen and say the correct room

- Ask students to look at the pictures again. Explain that they will hear six sentences. They must listen and point to the room that they hear described.
- Play the example sentence and check students understand the task.
- Play the audio. Pause after each sentence for students to say the correct room. Try and choose less confident students and encourage them, praising correct answers.

Audioscript

- I cook food in this room.
- I sleep here.
- I talk to my family and watch television in this room.
- I take a shower in this room.
- I love to sit here. I can see the people in the street.
- I eat dinner with my family here.

Answer:

1 kitchen
4 bathroom2 bedroom
5 balcony3 living room
6 dining room

STUDENT'S BOOK

page 73

5 Look and read. Then read and complete

- Ask students to look at the pictures in Exercise 5. Ask *Are they all homes?* (Yes) *Can you live in them all?* (Yes)
- Ask students to look at the sentences and read the example.
- Ask students to decide which house fits each sentence.
- Remind students to copy the labels carefully to ensure correct spelling.
- Monitor and help as needed. Explain that they can check their answers in the next activity.

6 [audio 1.35] Listen and check

- Play the audio and students listen to check their answers.
- Play once more if necessary.

Audioscript

- My grandparents live in a cave. The rooms of their house are in the rock. Inside it's never too hot or too cold.*
- My aunt moved to a new apartment with her family. They are very happy because they have a big balcony.*
- My friend and her family live on a houseboat. It's small, but she loves living on water.*
- In the desert, some people live in a tent. This home is made of cloth.*
- I love living in a house because it is big. My grandparents live with us. I can play outside with my brother and sister.*

Answer:

1 cave
4 tent2 apartment
5 house

3 houseboat

7 Work with a partner. Describe your home

- Direct students to Exercise 7 and read the speech bubbles aloud while the class follows and listens. Or you could role play the speech bubbles with a confident student to model the dialog.
- Put students in pairs to tell each other about their homes. Ask students to say what sort of building they live in and how many rooms it has.
- Monitor and help as needed. Choose the best descriptions and let students perform them for the rest of the class.
- Encourage any students who live in unusual homes to tell the class about them.

Students' own answers

Extra practice

- 1 For homework or for fast finishers, ask students to draw a picture of their home and label it.
- 2 This can make a bright and useful classroom display.

Closing

- As a class, discuss who lives in the most unusual home, or which home from the lesson they think is most unusual.

LESSON 2

pages 74-77

Objectives:	To describe where homes and objects are in relation to each other
Vocabulary:	<i>above, behind, between, in, in front of, hospital, next to, office, on, post office, school, shopping mall, supermarket, under</i>
Language:	Prepositions of place <i>The kitchen is next to the living room. The cave is in the rock.</i>
Materials:	Student's Book pages 74-77 Audio files 1.36-1.38 Pictures from the internet or magazines of homes and their interiors Classroom objects to practice prepositions

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask students to look at the drawings students did in the last lesson showing their homes. Encourage students to ask questions about them.

Presentation

- 1 Use known classroom objects to teach prepositions of place. You can just use a chair, table, and a few familiar objects like pens, pencils and books, etc.
- 2 Repeat the preposition several times and have students repeat after you.
- 3 Once you have been through the prepositions, check understanding by making some mistakes. For instance, put a book under a chair and say *The book is on the table* (No, the book is under the chair). Do this several times and then let a student be 'Teacher' and do the same.

STUDENT'S BOOK

page 74

1 [audio 1.36] Read and listen. Answer the question

- 1 Ask students to look at the pictures and say what they see.
- 2 Ask students to listen and read.
- 3 Students listen again and answer question.
- 4 If students need help, you can point to the yellow and brown house in the picture to help them.

UNIT
4

LESSON 2


WHERE IS IT?


1

Read and listen. Answer the question

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.


Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees **behind** the house.






Which house does Zain live in? _____

2




on

3




in

4




under

5




above

6




next to

7




between

8



behind

9



in front of

Audioscript

My name's Zain. I live in a village **next to** the Nile. I live in a house with my family.

Our house is not the biggest in the village. It is **between** a yellow house and a brown house. There are tall trees **behind** the house.

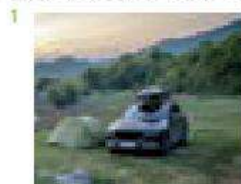
Answer:

The green house.

2 [audio 1.37] Look, listen and say

- 1 Direct students to the pictures.
- 2 Students listen carefully to the audio and point to each picture as they hear it.
- 3 Then play the audio once more and students listen and repeat. Monitor and help as needed.

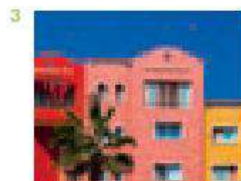
3 Look and complete the sentences

UNIT
4

The tent is next to the car.



There's a plant on the couch.



The pink house is between the red house and the yellow house.



There are 4 chairs and a table on the balcony.



The trees are in front of the apartments.

LANGUAGE FOCUS

We use prepositions of place to say where something is:

The kitchen is *next to* the living room.

The cave is *in* the rock.

My house is *between* the tall house and the tree.

3 Look and complete the sentences

- 1 Ask students to look at the pictures. Ask them to notice where things are.
- 2 Read the example and point to the tent and then the car, emphasizing the preposition.
- 3 Read the other sentences aloud with the class (without the missing word) and ask students to look and read again before filling in the missing word in each sentence.
- 4 Place students in pairs and have them complete the activity.
- 5 Monitor and help as necessary. Invite students to share their answers with the class.
- 6 Read the *Language Focus* box aloud, with students following as you read.

Answer:

1 next to
4 on

2 behind
5 in front of

3 between

Extra practice

- 1 Let students find some classroom objects (pens, rulers, books, etc).
- 2 They practice in pairs saying where objects are e.g., *The pink pen is next to the green pen, the English book is under my ruler, etc.*
- 3 Students can also make sentences without naming the objects e.g., *It is next to the green pen.* Their partner names the object.

Audioscript

- 1 on
- 2 in
- 3 under
- 4 above
- 5 next to
- 6 between
- 7 behind
- 8 in front of

4 [audio 1.38] Look, listen and say

- 1 Ask students to look at the pictures. Elicit any prior knowledge, asking if they know any of the places in English.
- 2 Ask students to look and read as they listen. Encourage them to point to the correct picture as they hear it.
- 3 Play the audio once more and ask students to say the words with the audio. If your class is less confident, repeat the words, pointing at the places and ask students to repeat with you.

Audioscript

- 1 school
- 2 supermarket
- 3 shopping mall
- 4 post office
- 5 office
- 6 hospital

Extra practice

- 1 Make the task into a game. Name a building while pointing to the wrong picture to get students to correct you. For example, say *hospital* and point to the school.


5 Read and match

- 1 Ask students to look at the sentences on the left and the places in town on the right. Read the sentences aloud if needed. Otherwise, put students in pairs and ask them to read and match the places.
- 2 Monitor and help as needed. Go through the answers as a class.


Answer:

- | | | |
|----|----|----|
| 1b | 2f | 3d |
| 4c | 5a | 6e |


UNIT 4
Look, listen, and say




school




supermarket




shopping mall



post office



office



hospital

5 Read and match

1 where we buy food	a office
2 where we send letters	b supermarket
3 where I learn	c shopping mall
4 where I buy clothes and shoes	d school
5 where my mom and dad work	e hospital
6 where we go when we are sick	f post office

6 Look and connect

1 hospital / school
The hospital is next to the school.

2 shopping mall / supermarket / museum

3 Green Street / school / post office

4 the park / the shopping mall

7 Where is it? Look at the map and make sentences

1 hospital / school
The hospital is next to the school.

2 shopping mall / supermarket / museum

3 Green Street / school / post office

4 the park / the shopping mall

8 Look and say. Make more sentences about the map

The shopping mall is next to the supermarket.

7 Where is it? Look at the map and make sentences

- Ask students to look at the map again and read the word prompts. Read the example.
- Ask students to use the prepositions they know to make sentences. They can then check these in pairs, one looking at the map, the other reading the sentences.
- Monitor and help as needed. Then check their answers as a class.

Answer:

- The hospital is next to the school.
- The shopping mall is between the supermarket and the museum.
- Green Street is between the school and the post office.
- The park is behind the shopping mall.

8 Look and say. Make more sentences about the map

- In pairs students make more sentences about the map. Read the speech bubble example so students know what to do.
- Monitor and help as needed.

Students' own answers

Extra practice

- Ask pairs to take turns to ask and answer where places in town are, for example: *Where is the museum? It's next to the shopping mall.*
- They could also say something they want to buy or do at each place, for example: *I want to play football.* Then the other student guesses the place and tells them where it is: *You want the park. It is behind the shopping mall.*

Closing

- In pairs, students tell each other where places on the map are in their town.

STUDENT'S BOOK

page 77

6 Look and connect

- Ask students to look at the pictures and tell you which places they can see.
- Ask them to look at the map and join the labels to the pictures.
- Monitor and help as needed.
- Go through the answers as a class, asking less confident students to give you their answers.

Answer:

- | | | |
|----------|-----------------|---------------|
| 1 school | 2 hospital | 3 supermarket |
| 4 office | 5 shopping mall | 6 post office |
| 7 museum | | |

Extra practice

- Fast finishers can work in pairs. Ask them to tell each other where the school and other places are. This will help them with Exercise 7.

LESSON 3

pages 78-81

- Objectives:** To understand a description of a town
To draw a simple map of an area you know well
To be able to use prepositions of place
To understand and use directions
- Vocabulary:** store
- Language:** Prepositions of place
My school is next to the hospital.
The imperative for directions
Go straight ahead. Turn left. Take the second right.
- Materials:** Student's Book pages 78-81
Audio files 1.39-1.40
A soft ball
Paper for drawing
Felt pens or coloring pencils
A toy car (optional)

Opener

- Review prepositions of place with classroom objects, such as a book and a pencil.
- Elicit prepositions of place and ask students to make a sentence, for example: *The pencil is under the book*, etc.

Presentation

- Play *Catch and say (1)* (Games Bank, page 155) to practice places in town from Lesson 2.
- Then do the same with prepositions and challenge students to make a sentence for example, *The supermarket is next to the park*.

STUDENT'S BOOK

page 78

1 Read the text. Write the building names 1-4 on the map

- Revise the places in town that students were introduced to in the last lesson, eliciting the vocabulary from them.
- Direct attention to the text. Read it aloud to the class, with students following and reading with you. Ask students to put up their hands when they read/hear a place in town.
- Students then read the text for themselves and look at the map.
- Students write the places on the map.
- Monitor and help as needed. Go through the answers as a class.

Answer:

- | | |
|-----------------|---------------|
| 1 school | 2 supermarket |
| 3 shopping mall | 4 office |

LESSON 3 MY TOWN

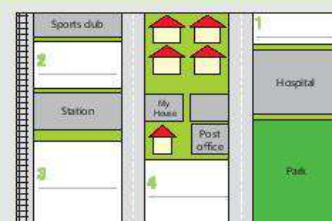
1 Read the text. Write the building names 1-4 on the map

I love my town. It is small, but it has stores, offices, a school and many other places. It is a good place to live.

I walk to school every morning. My school is next to the hospital. Next to the hospital, there's a park. I often play football in the park with my friends.

Near my house, there is a supermarket. It is between the station and the sports club.

The shopping mall is on the other side of the station, so the station is between the supermarket and the shopping mall. My dad's office is in front of the park. It's next to the post office.



Nader

2 Read again and answer T (True) or F (False)

- Nader's town is very big.
- He goes to school by car.
- There are three houses in front of the shopping mall.
- His town doesn't have a park.
- His dad's office is next to the hospital.
- The station is between the shopping mall and the supermarket.

78

2 Read again and answer T (True) or F (False)

- Place students in pairs. Ask students to look at the text and the map again and work out if the sentences are true or false.
- Monitor and help as needed. Check answers as a class.

Answer:

- F (It is small.)
- F (He walks to school.)
- F (There's only one house.)
- F (There is a park.)
- F (It is next to the post office.)
- T

Extra practice

- If any pairs finish quickly, encourage them to correct the false sentences.
- You can also get students to make up a true or false question each based on the map and text to ask each other.

UNIT 4

3 What buildings are in your city or village?
Discuss and write

• _____ • _____
• _____ • _____
• _____ • _____

4 Draw a simple map of your city or village

5 Look, read, and answer

1 Where is your school? _____
2 Is there a post office? Where is it? _____
3 Is there a station? Where is it? _____
4 What else is there? Where is it? _____

79

STUDENT'S BOOK

page 79

3 What buildings are in your city or village?**Discuss and write**

- 1 As a class, ask what buildings are in your city or village. Elicit responses.
- 2 Put students in pairs and ask them to write their responses down. Provide support with spelling if needed.
- 3 Monitor and then go over the answers as a class.

Students' own answers

4 Draw a simple map of your city or village

- 1 Ask students to look at the map on page 78 again and say they are going to make their own map of where they live.
- 2 Ask students to do this individually.
- 3 Monitor as they work and help as necessary.
- 4 If any students finish quickly, encourage them to add detail and label their map.

Students' own answers

5 Look, read, and answer

- 1 In pairs students ask and answer the questions about their maps. Read through the questions aloud with students to check understanding.
- 2 Students take turns to ask the questions and respond. Monitor and help as needed. Check their answers are correct by looking at their maps.

Students' own answers

6 [audio 1.39] Read and listen to the directions

- 1 Use hand gestures to present directions. If you have a small toy car, you could use this to demonstrate.
- 2 Students look at the signs in Exercise 6. Ask them to demonstrate with their hands when you call out a direction.
- 3 Play the audio and students listen and read.
- 4 Play the audio once more and ask students to look and trace the directions they hear with a finger on the map. They can point to the supermarket symbol in number 5 when they hear the direction *It's on the corner*.
- 5 Monitor and check students can do this. Play the audio one more time if needed and check answers as you monitor.

Audioscript

- 1 Go straight ahead.
- 2 Turn left.
- 3 Turn right.
- 4 Take the second right.
- 5 It's on the corner.

7 Read and put the directions in the correct order

- 1 Direct students' attention to the directions and read out the first one (*Excuse me, where's the post office?*). Ask *Is this the first direction?* (Yes)
- 2 Students read the rest of the directions and put them in the correct order.
- 3 Monitor and check all are on task. They can check their answers in the next activity.

8 [audio 1.40] Listen and check

- 1 Students listen and check their answers to Exercise 7.
- 2 Students can then practice the dialog in pairs.


Audioscript

- Girl 1: Excuse me, where's the post office?
 Girl 2: Go straight ahead. Turn right. Take the second left.
 It's on the corner.
 Girl 1: Thank you.

Answer:

- 4 Take the second left.
- 6 Thank you.
- 1 Excuse me, where's the post office?
- 3 Turn right.
- 2 Go straight ahead.
- 5 It's on the corner.

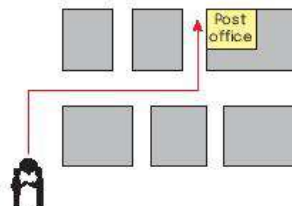
6 Read and listen to the directions

- 1  Go straight ahead.
- 2  Turn left.
- 3  Turn right.
- 4  Take the second right.
- 5  It's on the corner.

7 Read and put the directions in the correct order

- ☐ Take the second left.
- ☐ Thank you!
- ☒ 1 Excuse me, where's the post office?
- ☐ Turn right.
- ☐ Go straight ahead.
- ☐ It's on the corner.

8 Listen and check



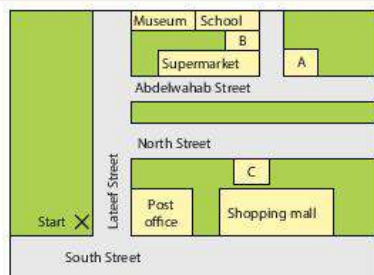
9 Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B, or C?

Hi Dina!

I'm so happy you are coming to my house today. Here are some directions. From the corner of South Street with Lateef Street, go straight ahead. Take the second right to Abdelwahab Street. Go straight ahead. Turn left at the supermarket. My house is between the supermarket and the school.

See you soon!

Fareeda xx



Fareeda lives in house _____.

10 Work with a partner. Look at the map and give directions. Which place is it?



From the corner of South Street and Lateef Street, go straight ahead. Turn right on Abdelwahab Street. It's on the left.

It's ...



81

10 Work with a partner. Look at the map and give directions. Which place is it?

- 1 Read the example in the speech bubble and elicit where the directions take you (house A).
- 2 Students take turns to give directions to places on the map while others listen and say where they are being directed to.
- 3 Monitor and help as needed.
- 4 For extra practice, ask confident pairs to give directions while the rest of the class listens and finds the places.

Students' own answers

Closing

- Ask students to describe how to get from their house to their school or to other places in their village or city.

STUDENT'S BOOK

page 81

9 Dina is going to visit her friend Fareeda. Read and follow the directions. Does Fareeda live in house A, B, or C?

- 1 Ask students to look carefully at the map. Then read the directions aloud.
- 2 Ask students to work individually and work out which house Fareeda lives in.
- 3 Monitor and help as needed. Go over the answer as a class.

Answer:

B

LESSON 4

pages 82-85

Objectives:	To complete fact files about two cities To read an article and analyze the content To research information about a village or city To write about your village or city To give an opinion
Vocabulary:	<i>bazaar, beach, Brighton Pier, bold, Sahara Desert, restaurant, Upside Down House</i>
Language:	Present simple for facts <i>I live in a city called Brighton. It is in the south of England.</i> Present simple questions <i>Where is Hurghada? How many people live there?</i>
Materials:	Student's Book pages 82-85

Opener

- Play *Point to the picture* (Games Bank, page 158) to revise directions or places in town.

Presentation

- Put students in pairs and ask them to think of somewhere they have been by the sea and tell their partner about it. How big is it? What can you see there?
- Tell students they are going to read about a place by the sea in Egypt and then in England.

STUDENT'S BOOK

page 82

1 Read Mariam's article about Hurghada and complete the table

- Read the instructions with the class and ask them to read the text.
- Go over any difficult words, using the pictures as prompts.
- With the class, read the table headings and then ask students to read the text again, looking for this information, as in the example.
- Students complete the table. Monitor and assist as needed.
- Go through the answers as a class, making sure quieter students have a chance to answer.

Answer:

City	Hurghada
Where is it?	in the east of Egypt on the Red Sea
How many people live there?	about 190,000
Interesting things in Hurghada	a beach, the Sahara Desert, Sahl Hasheesh

LESSON 4

1 Read Mariam's article about Hurghada and complete the table

City	Hurghada
Where is it?	
How many people live there?	
Interesting things in Hurghada	

Hurghada—My town

Hi, I'm Mariam. I live in a city called Hurghada. It's in the east of Egypt on the Red Sea. It's a big city and about 190,000 people live here.

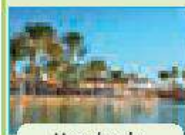


Mariam

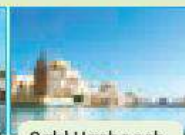
In Hurghada, there's a **beach** and there are lots of interesting things to do. There is the **Sahara Desert** where lots of tourists go on safaris. We have **Sahl Hasheesh** in the south of Hurghada. It has some beautiful houses and interesting **bazaars**.



Hurghada on the map



Hurghada beach



Sahl Hasheesh, Egypt



Sahara Desert

2 Read the text again and complete the questions

UNIT
4

- _____ lives in Hurghada? Mariam.
- _____ is Hurghada? It's on the Red Sea.
- _____ Mariam like living in Hurghada? Yes, she does.
- _____ 's in Sahl Hasheesh? Some beautiful houses.

3 How does Mariam make her text interesting? Check the items she uses

- a photo of her ☐
- drawings ☐
- photos ☐
- a map ☐
- a diagram ☐
- interesting facts ☐

4 Read and discuss

- How many paragraphs does Mariam write?
- Why does Mariam use **bold** text?

5 Do you want to go to Hurghada? Why?



83

- Check the first box as a model if needed. Then monitor and help as needed.
- Check answers as a class.

Answer:

a photo of her [✓] photos [✓] a map [✓] interesting facts [✓]

4 Read and discuss

- Place students in pairs and ask them to count the paragraphs in the text.
- Then ask them to talk about why Mariam uses bold text.
- Monitor and assist as necessary.
- Go over answers as a class.

Answer:

- She writes two paragraphs.
- She uses bold text to highlight interesting places in the area.

5 Do you want to go to Hurghada? Why?

- Read the question and ask students to discuss it in pairs. Ask them to think of reasons for their answers.
- Monitor as they are working, then ask a few pairs to share their ideas with the class.

Students' own answers

STUDENT'S BOOK

page 83

2 Read the text again and complete the questions

- Students reread the text and complete the beginning of the sentences with a question word to match the answers.
- If needed, go over how to form questions (with *do/does* or question words *who, where, what*).
- Check answers as a class.

Answer:

- | | |
|--------|---------|
| 1 Who | 2 Where |
| 3 Does | 4 What |

3 How does Mariam make her text interesting?
Check the items she uses

- Start by showing that writers make their texts interesting to read when they use some things. Point to the items in Exercise 3. Explain that writers use some of these or all to get the reader's attention.
- Ask students to look at Mariam's text again.
- Now ask students to look at the list in Exercise 3 and check the things Mariam uses in her text.

1 Read Alex's article about Brighton and complete the table

- 1 Explain that students are now going to read about a city in England. Read the instructions with the class and show them where Brighton is on the map.
- 2 Go over any difficult words using the pictures, showing the picture of the Pier to explain what this is (a wooden structure often with rides which sticks out into the sea).
- 3 With the class, read the table headings and then ask students to read the text, looking for this information.
- 4 Students complete the table. Monitor and assist as needed.
- 5 Go through the answers as a class, making sure quieter students have a chance to answer.

Answer:

Town	Brighton
Where is it?	in the south of England
How many people live there?	about 200,000
Interesting things in Brighton	beach, stores, restaurants, Brighton Pier, games and rides, the Upside Down House

1 Read Alex's article about Brighton and complete the table

Town	Brighton
Where is it?	
How many people live there?	
Interesting things in Brighton	

Brighton - my town

Hi, I'm Alex. I live in a city called Brighton. It is in the south of England. It's a small city and about 200,000 people live here.

In Brighton, there is a beach and there are lots of cool **stores** and **restaurants**. Lots of tourists come to my town to go to the beach. We also have **Brighton Pier**.

There are many games and rides for children here.

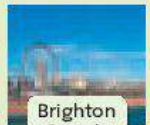
We also have a very unusual house in Brighton - the **Upside Down House**! It's great fun!



Brighton on the map



Alex



Brighton Beach



Brighton Pier



The Upside Down House, Brighton

2 Think about your village or city. Do research and complete the table

City/Village	
Where is it?	
How many people live there?	
Interesting things in my city/village	

3 Read and complete. Write about your village or city

Hi, I'm _____. I live in a city/village called _____. It is in _____. About _____ people live here.

There is a _____. There are lots of _____. We also have _____. There are _____ here.

4 Work with a partner. Show your writing. Ask for their opinion

This is my city. What do you think?



85

3 Go over answers as a class

Students' own answers

4 Work with a partner. Show your writing. Ask for their opinion.

- Put students who you know work well together in pairs. Encourage students to be a 'critical friend' and give useful and thoughtful feedback on each other's writing.
- Model what to do with a confident student. Say, for example: *I like the way you talked about ... I'd like to know more about ... I think you could add more about ... Maybe check your spelling here.*
- Students work together. Monitor and make sure each student gets the same amount of time (set a timer and then students swap over. This will also help them focus). Ensure feedback language is constructive and positive while being useful.

Students' own answers

Closing

- Ask students to reflect on Writing Exercises 2, 3 and 4. Did they enjoy writing about their town? Was the 'critical friend' process helpful? Can they say at least two things they learned from it?

2 Think about your village or city. Do research and complete the table

- Go over the categories in the table (they are the same as the Brighton text from page 84).
- Ask students to find out the same information for where they live. They can use the internet or books. Students could do this in pairs. Try and pair up students of differing abilities so one can help the other.
- Monitor and help as needed.
- Go through answers as a class. Pool information and see what different information pairs came up with. Give praise.

Students' own answers

3 Read and complete. Write about your village or city

- Focus on the incomplete text with students and ask them to fill the gaps, using the information gathered to complete the table in Exercise 2. Encourage students to draw pictures or stick in photos if possible.
- Encourage careful, detailed work and thoughtful answers. Give praise for unusual facts or original views of their city or village. Monitor and help as needed.

LESSON 5

pages 86-87

Objectives:	To read to understand a text To understand and give an opinion about a story about living on a boat To talk about the importance of helping others To practice the pronunciation of words with v and f
Language:	Present simple for facts <i>My friend Sherif lives on a boat in the summer.</i> Past simple for completed actions <i>One day, the boat stopped and Sherif saw some children playing.</i>
Materials:	Student's Book pages 86-87 Audio files 1.41-1.42

Opener

- Ask students to tell you what they can remember about Hurghada and Brighton from the previous lesson.

Presentation

- Ask if any students have been on a boat on the Nile. Ask for a show of hands. Tell students they are going to read a story about living on a boat on the Nile.
- Ask students to predict what the story might be about.

STUDENT'S BOOK

page 86

1 [audio 1.41] Read and listen. How did Sherif's dad help the small child?

- Ask students to look at the picture and read the instructions.
- Ask students to listen to the audio and follow the text.
- Students read again and find how Sherif's dad helped the small child.
- Play the audio again for students to check their answer.

Audioscript

My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted 'Please help me!'

Sherif called his dad. Sherif's dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said 'Thank you so much!'

Sherif was very happy, but he also decided to learn to swim.

LESSON 5

1 Read and listen. How did Sherif's dad help the small child?



Living on a boat

My friend Sherif lives on a boat in the summer. His parents work on tourist boats so he goes with them. They travel up and down the Nile.

He likes the summer very much. He sees many interesting places and he meets people from all over the world. He speaks English and Chinese with the tourists.

One day, the boat stopped and Sherif saw some children playing. Suddenly a small child fell into the river! The child shouted 'Please help me!'

Sherif called his dad. Sherif's dad saw the child and jumped into the river. He swam and saved the child! The child smiled and said, 'Thank you so much!'

Sherif was very happy, but he also decided to learn to swim.

2 Read again and write T (True) or F (False)

- Sherif lives in a city in the summer. ☐
- Sherif can speak English and Chinese. ☐
- The small child fell into the river. ☐
- Sherif jumped into the river. ☐

3 Work with a partner. Ask and answer

- Why is it important to help others?
- Do you think it's important to know how to swim? Why?

86

Answer:

Sherif's dad saved a small child from the river.

2 Read again and write T (True) or F (False)

- Ask students to read the text again and say if the statements are true or false.
- Monitor and help as needed.
- Go over the answers as a class.

Answer:

- F (He lives on a boat)
- T
- T
- F (His dad jumped into the river.)

3 Work with a partner. Ask and answer

- Read the questions aloud with the class and put students in pairs.
- Monitor and help as needed.
- Elicit responses from the class, asking different pairs.

4 Do you like the story? Explain your answer

fun interesting OK boring I don't understand

PRONUNCIATION

5 Match and write

cave face fan fish foot living room van vegetables



6 Listen and check. Then listen and repeat



Tip!

Touch your neck with your finger. Say 'fish'. Your neck doesn't move. Say 'van'. What do you feel?

87

Suggested answers:

- 1 Because that creates a happy, healthy community.
- 2 Yes, because it can save you if you fall into a river, for example.

STUDENT'S BOOK

page 87

4 Do you like the story? Explain your answer

- 1 Direct attention to the word box. Read the words and check for understanding.
- 2 In pairs, ask students to answer the question by choosing a response from the box. Ask them to explain their answer, giving reasons for their opinion.
- 3 Ask for a show of hands and elicit some of the responses, sharing the most interesting with the class.

Students' own answers

5 Match and write

- 1 Ask students to look at the pictures and say the words if they can.
- 2 As a class, look at the words in the word box together. Go through them and pronounce them clearly. Students listen. Say them again and students say the words with you.
- 3 Ask students to match the words to the pictures and write the correct word under the picture.
- 4 Monitor and help as needed. They can check their answers in Exercise 6.

6 [audio 1.42] Listen and check. Then listen and repeat

- 1 Ask students to listen and check their answers. Play the audio.
- 2 Students listen and check. Then direct attention to the Tip! box. Get everyone to say the words and touch their throat. Can they feel and hear the difference?
- 3 Students listen to the audio again and repeat the words.

Audioscript and answers

- 1 fish
- 2 living room
- 3 foot
- 4 fan
- 5 cave
- 6 van
- 7 vegetables
- 8 face

Closing

- Ask students to think about the places they go to most in a village or city and to think about which are their favorite places, in preparation for the Lesson 6 Project.

LESSON 6

pages 88-89

- Objectives:** To research and complete a project about places in a town, who works in these places and how they help us
To design and make a poster
To revise language learned in the unit
To do a self-assessment of their progress
- Vocabulary:** *every week, happy, help, kind.*
- Materials:** Student's Book pages 88-89
- Language:** Revision of language from Unit 4

Opener

- Greet each student as they come into class.
- Revise jobs and places in town from the unit.

Presentation

- Ask students to discuss the places they go to most in a village or city and to think about which are their favorite places, as they did to end the last lesson.
- Tell students they are going to work together to produce a poster about places in a town and who works there.

STUDENT'S BOOK

page 88

1 Work in groups. Think and research

- Put students in groups. Ask them to think about places in a town and make a list of the places the group visits most.
- Once they have a list, ask them to make another list of who works in the places in a town and to think about how they help us.
- Ask students to read the *Tip!* box for ideas of what can go on their posters. Remind them to make the posters informative but eye-catching.
- Let students look back at the rest of the unit to remind them and give them ideas.
- Ask students to decide who will do what in their groups (for example: writing, drawing, taking photos, making a map or diagram and how they will decide on important words).
- Monitor and help the groups as needed. Make sure everyone is contributing.

Students' own answers

2 Read and do

- Bring all the groups together before they make their posters and direct attention to the text and pictures in Exercise 2.
- Read the text aloud and the groups follow and listen as you read.
- Students design and make their posters. Monitor and help as needed.

Students' own answers

LESSON 6

PROJECT

1 Work in groups. Think and research

Think about places in a town. Make a note of the places you visit every day.

- Who works in these places?
- How do they help us?

Tip!

Check you have these in your poster

Photo/s ☐ or drawing/s ☐

Headings ☐

Map or diagram ☐

Bold text for important words ☐

2 Read and do

- Draw and find some pictures you can use.
- Make your poster.

The people who help us: the supermarket worker



This is Maggie. She works at the **supermarket** near my house. My family and I see her **every week** when we buy food.

Maggie checks the food is fresh. She **helps** us when we can't find something. She is **very kind and happy**.

3 Present

Have a class exhibition. Tell your friends one thing you like about their poster and one suggestion for making it better.

SELF-ASSESSMENT

UNIT
4

4 Do you remember the names for the different rooms and houses? Look and write



5 Look at the map and write 4 sentences with prepositions

The museum is next to the school.



6 Think about Unit 4

Write two things you enjoyed. Write two things you learned.

89

3 Present

- Once all the posters are finished and groups are happy with them, make an exhibition, perhaps devoting several walls of the classroom or a space in the hall to the exhibition.
- Students help you put up the posters. Then let students go around the exhibition and make notes on one thing they like about the posters and one suggestion for an improvement. Remind students to make the comments positive and useful.

Students' own answers

STUDENT'S BOOK

page 89

Self-Assessment

4 Do you remember the names for the different rooms and houses? Look and write

- Students look at the pictures and write as many of the names as they can remember.
- Monitor and encourage. Check and help with spelling if necessary.

Answer:

- | | | |
|---------------|-------------|------------|
| 1 kitchen | 2 cave | 3 bathroom |
| 4 living room | 5 house | 6 balcony |
| 7 dining room | 8 apartment | 9 bedroom |
| 10 tent | | |

5 Look at the map and write 4 sentences with prepositions

- Students look at the map carefully and write four sentences using the prepositions they know.
- Monitor and ask students to check their sentences for any spelling mistakes.

Suggested answers:

The museum is next to the school.
House B is between the school and the supermarket.
House C is behind the shopping mall.
Lateef Street is in front of the post office.

6 Think about Unit 4

- Students think about the unit. Encourage them to look back through the unit to remind themselves and think about things they enjoyed and things they learned.
- Students write 2 things they enjoyed and 2 things they learned.
- Monitor and help with spelling but not the actual content of the writing.

Students' own answers

Closing

- Let other classes view the exhibition and leave comments for the class. They could also vote for their favorite poster.
- Ask the class to choose their favorite parts of Unit 4.

UNIT 5

Introduction

pages 90-91

Objectives:	To learn about the topic To revise jobs vocabulary
Vocabulary:	<i>faucet, plumber, drip</i>
Materials:	Student's Book pages 90-91

Opener

- Ask the class *What jobs do you know in English?*
- Accept all reasonable answers. Write their ideas on the board.

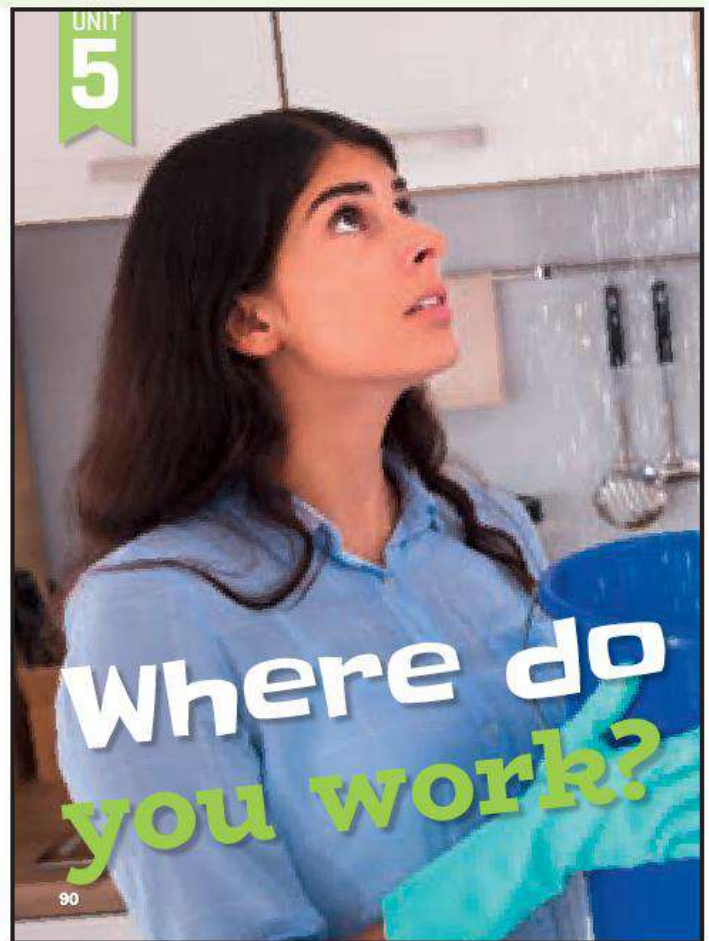
STUDENT'S BOOK

page 90

- 1 Say *Open your books. Look at page 90* and hold your copy up. Wait until all students have their books open at the right place.
- 2 Point to the picture on page 90-91 and ask *What can you see?* Say *Name as many things in the picture as you can. You have one minute.* Have students talk in pairs.
- 3 Conduct open class feedback.

Suggested answers:

A woman, water, a glove, a bucket, a spoon, a kitchen



(Inclusive Techniques Unit 5, refer to page xiii)

In this unit I will ...

UNIT
5

- listen, read, and write about workers in my community.
- learn about electricity.
- practice using *this, that, these, those*.
- practice word stress in two-syllable words.
- think and write about the pros and cons of different jobs.
- make a report about workers in my community.



Look, discuss, and share

What is the problem in the picture?
Who can help?



Find out

How can someone become a **plumber**?



Did you know?

A broken faucet dripping once per second can waste more than 13,000 liters of water in a year.

91

Did you know?

- 1 Have students look at the photo. Ask what the problem is with this faucet. Elicit that it is dripping.
- 2 Read the fact with the class. Briefly discuss what they can do at home to save water. Accept all reasonable suggestions.

Closing

- Focus on the unit title and explain that students will be able to answer the question at the end.
- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 91



Look, discuss, and share

- 1 Have students ask and answer the questions in pairs.
- 2 Open it up into a class discussion.
- 3 Ask follow up questions. Have any of the students in the class experienced a similar problem at home?

Answers:

There is water coming into the woman's kitchen.
A plumber can help.



Find out

- 1 Ask students to read and think about the question. Check they understand the word *plumber*.
- 2 Have a short class discussion about what plumbers need to know and how they can learn the skills.

LESSON 1

pages 92-93

- Objectives:** To listen, read and write about workers in my community
To think how workers in my community help us all
- Vocabulary:** *builder, bus driver, deliver, electrician, fix, garbage collector, mail carrier, mechanic, pipe*
- Language:** The past simple
A builder made the walls strong and safe.
The present simple
A garbage collector takes away all the garbage.
- Materials:** Student's Book pages 92-93
Audio files 1.43-1.45

Opener

- Say *Hello* (name) *How are you?* to several students to encourage the response: *Hello, Miss/Mr (name). I'm fine thanks.*
- Have students say to each other and ask *Hello. How are you?*
- In pairs ask students to think about jobs. Elicit known job words and make a list on the board.

Presentation

- Ask students what is happening in the photo on page 90. Ask *who might be able to help and stop the water?* (A plumber)
- Ask students if they know how many people helped build where they live. Elicit any previous knowledge of practical jobs like *builder, carpenter, electrician*.
- Explain that today they will look at some other jobs that help us to live in our homes.

STUDENT'S BOOK

page 92

1 [audio 1.43] Listen and read

- Look at the picture on Page 92. Ask students to look and say where they are (at home).
- Then ask them to listen, read and count how many different jobs are talked about (seven).
- Play the audio for students to read along to.
- Then play the audio again. This time, pause after each sentence and have students read aloud in unison.
- Ask the following questions to check comprehension: *What does a builder do?* A builder (makes walls strong and safe) *Does a mail carrier bring letters and packages?* (Yes, they do.)

UNIT 5

LESSON 1

1

Listen and read

How many people helped you live in your home?

A builder made the walls strong and safe.
An electrician connected the electricity so you can use lights, watch TV, or do your homework on a computer.
A plumber connected the pipes and faucets so you have water to have a shower and brush your teeth.
A garbage collector takes away all the garbage, so you can keep your house nice and clean.
A mail carrier delivers your letters and packages.
But you also need help when you leave the house. You need a mechanic to fix the car or the bus driver to take you to school.

2

Listen again and answer

- Who made the place that you live in now?
- Who helps you get to school on time?
- Who connected your home to electricity so you can watch TV?
- Who connected your home to water so you can brush your teeth?
- Who helps you keep your home clean?

Audioscript

How many people helped you live in your home?

*A builder made the walls strong and safe.
An electrician connected the electricity so you can use lights, watch TV, or do your homework on a computer.
A plumber connected the pipes and faucets so you have water to have a shower and brush your teeth.
A garbage collector takes away all the garbage, so you can keep your house nice and clean.
A mail carrier delivers your letters and packages.
But you also need help when you leave the house. You need a mechanic to fix the car or the bus driver to take you to school.*

2 [audio 1.44] Listen again and answer

- Put students in pairs to listen, read and write the correct answers.
- Check answers as a class.

Answers:

- a builder
- a bus driver
- an electrician
- a plumber
- a garbage collector

3 Listen and say. Then write

builder bus driver ~~electrician~~ garbage collector
mail carrier mechanic plumber


4 What do you think?

- Which job is the most interesting? Why?
- Which job is the most difficult? Why?
- Are any of the jobs dangerous? Why?



I think being a bus driver is the most interesting job. You drive to many different places and help lots of people.

Did you know?

Cairo produces around 20,000,000 tons of garbage every year. Garbage collectors work hard to collect it all.

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STUDENT'S BOOK

page 93

3 [audio 1.45] Listen and say. Then write

- Go through the words in the word box with your class. Make sure everyone is following and can identify each job.
- Students listen and say the jobs. Monitor and help with pronunciation.
- Students look at the pictures and write the job next to the correct one.
- Check answers in pairs. Listen again and ask students to point to the correct photos.

Audioscript

- electrician
- plumber
- mail carrier
- mechanic
- builder
- garbage collector
- bus driver

Answers:

- electrician
- plumber
- mail carrier
- mechanic
- builder
- garbage collector
- bus driver

4 What do you think?

- Direct attention to the girl and help students read the speech bubble. Ask students if they think a bus driver is the most interesting job and ask for a show of hands. Then ask which job students think is most interesting and why. Students discuss in pairs. Monitor and listen to responses.
- Ask which job students think is most difficult and why. Monitor and listen to responses.
- Ask which job students think is most dangerous and why. Monitor and listen to responses.

Students' own answers

Did you know?

- Look at the *Did you know?* feature together, helping students to read the text as necessary.
- Ask *How many tons of garbage does Cairo produce every year?* (20,000,000 tons). Ask *Is it a lot?* (Yes)
- Ask if this changes which job they thought was most important and why. Students discuss in pairs. Elicit responses. You can provide extra practice by raising more questions, e.g., *What do you think happens to the garbage after that? If you live in Cairo, how can you reduce this garbage?*

Students' own answers

Closing

- Place students in pairs. One student describes a job and the other student has three guesses to say what the job is. Then swap over.
- Monitor and assist as necessary. Make sure students take turns.
- Tell students that in the next lesson, they will talk about electricity. Ask them to think of three items at home which use electricity and ask them to draw one of them.

LESSON 2

pages 94-97

Objectives:	To find out what an electrician does To explore more about the qualities and dangers of electricity To learn about how to use electricity safely To learn about how to save electricity
Vocabulary:	<i>broken wire, burn, electric shock, lightning, plug, practice, socket, turn off, unplug</i>
Language:	The past simple <i>She studied and practiced for three years.</i> The present simple <i>She knows how to work safely with electricity.</i>
Materials:	Student's Book pages 94-97 A lamp, a phone or laptop, a small fan or any plug-in device

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask students to tell you about their homework: the things that use electricity. Ask them to show you their pictures.

STUDENT'S BOOK

page 94

1 Look around you now. How many electrical things can you see?

- Students do this in pairs, then elicit electrical items and make a list on the board. Check that all their suggestions do use electricity.
- Point to any plug-in device in the classroom and ask, *Does it use electricity?* (Yes) Point to the lights and ask *Do they use electricity?* (Yes)

Students' own answers

2 Read the interview quickly. Then answer the questions

- Help them to read the questions first, so they know what information to read for. Students skim the interview quickly.
- Ask *What is the interview about?* (Amira, an electrician.) Students answer the questions in pairs. Monitor and help as needed.
- Elicit answers to check all have understood the reading and questions.

Answers:

- Electricity can burn us.
- No. Amira studied and practiced for three years before she became an electrician.
- A broken wire is dangerous because it can give you an electric shock or start a fire.

LESSON 2
ELECTRICITY

- Look around you now. How many electrical things can you see?
- Read the interview quickly. Then answer the questions
 - Why is electricity dangerous?
 - Is it easy to become an electrician?
 - Why is a broken wire dangerous?

Amira the electrician

This is Amira, she's an electrician. She studied and **practiced** for three years before she became an electrician. She knows how to work safely with electricity.

Interviewer: Tell us something interesting about electricity.

Amira: Did you know, electricity travels faster than 300,000 kilometers/second!

In a storm we sometimes see a flash of **lightning**. That flash has enough electricity for 1,000 families for a year!

Interviewer: Is electricity dangerous?

Amira: Yes, very dangerous. If we get an **electric shock**, we can't control our bodies. It can also **burn** us. Electricity is always trying to go into the ground. It travels easily through water and our bodies are 70% water.



Interviewer: How can we use electricity safely?

Amira: Never touch anything electrical with wet hands.

Look, this is a **broken wire** - don't use it. You can get an electric shock or start a fire!

Never put anything into a **socket**, only use **plugs**.



3 Read the interview again. Answer the questions

1 How fast can electricity travel?

2 How much is 70%?



4 Read and complete the sentences

1 Never touch anything electrical with _____ hands.

2 Always make sure your hands are _____ before you touch anything electrical.



95

4 Read and complete the sentences

- Ask students to look at the picture and say what the problem is (the child is touching the switch with wet hands).
- Ask students to work in pairs to read the sentences and complete them. Give praise for correct answers.

Answers:

1 wet

2 dry

STUDENT'S BOOK

page 95

3 Read the interview again. Answer the questions

- Ask students to look at Exercise 3. Go over the questions orally and then get students to complete the answers in their book. Monitor and help as needed. Encourage students to answer in as much detail as they are able to without copying the text. Go through answers and let students check answers in pairs.
- Direct attention to the photos of the glass of juice and ask: *Which is 70%? The one with the least juice in it? (No.) The one that's half full? (No.) The one that's more than half full? (Yes.)*
- Ask why a broken wire is dangerous. Ask *Can the electricity escape from a broken wire? (Yes.) Can the electricity hurt someone? (Yes.)* Students complete the answer.
- Monitor and help any students who need assistance reading the sentences. Ask students to fill in the missing words.

Answers:

- Electricity can travel faster than 300,000 km/s.
- a

5 Work with a partner. Ask and answer about this part of the interview

- 1 Go over the questions with the class and then put students in pairs to answer the questions.
- 2 Monitor and help as needed.

Answers:

- 1 and 2 students' own answers
- 3 When you leave a room, turn off the lights.
If you're not using your computer or television, unplug it.
Use natural light in the day.
- 4 **Suggested answers:** Electricity is expensive. We often waste electricity. It is also better for the earth to save electricity.
- 5 Students' own answers

Find out

- 1 Direct attention to the photo and ask *What is it?* (a socket and plug.) Read the question.
- 2 Ask students if they have seen other shapes of plugs and sockets, either in real life, or on television.
- 3 Ask students to find out what plugs and sockets look like in other countries. This could be a homework task, or if possible, show pictures of plugs and sockets from around the world (such as from Japan, Italy, Canada, etc.) and ask students to describe them in class.

Think!

- 1 Read the *Think!* Question to the class and ask students why we use electricity if it can be dangerous.
- 2 Encourage students to think hard about the answers and let them discuss in pairs. Monitor and then bring the class together and elicit answers.
- 3 Praise all thoughtful answers even if they are not exactly the answers you want.

Suggested answer:

Because it is very useful. We use electricity every day.

5 Work with a partner. Ask and answer about this part of the interview

Interviewer: Amira, how can we save electricity?

Amira: That's a great question. We often waste a lot of electricity. Remember these things:

- When you leave a room, **turn off** the lights.
- If you're not using your computer or television, **unplug** it.
- Use natural light in the day.

- 1 What do you do to save electricity?
- 2 What does your family do to save electricity?
- 3 What is the good advice in the interview with Amira?
- 4 Why do we need to save electricity?
- 5 Do you want to be an electrician? Why?



Find out

What do plugs look like in other countries?



Think!

Why do we use electricity if it is dangerous?

6 Find these words in the interview and write



7 Guess. Then look around the classroom and count

- How many sockets can you see right now? _____
- How many plugs can you see right now? _____
- How many things can you turn on or turn off? _____

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- Then get students to count.
- Repeat the procedure in question 2 with plugs.
- Repeat the procedure in question 3 with anything in the classroom you can turn on or off.
- Bring the class together and elicit answers.

Students' own answers

Closing

- Place students in small groups and get them to think about the numbers of things which use electricity in their homes.
- Ask students to make a note of their results in their notebooks.
- Share answers as a class.
- Ask students what they learned today that they didn't know before.

STUDENT'S BOOK

page 97

6 Find these words in the interview and write

- Place students in pairs. Ask them to look at the pictures and find the words in the text. Can they find them all?
- Encourage students to guess the words in pairs.
- Monitor and assist. Then go over the answers as a class, eliciting answers from the pairs.

Answers:

1 plug	2 socket	3 wires
4 lightning	5 turn on	6 unplug

7 Guess. Then look around the classroom and count

- Read the first question and remind students what a socket is.
- Then get students in different pairs to guess how many sockets they can see. Encourage a rough estimate and explain that they will then count them to check.

LESSON 3

pages 98-101

Objectives:	To understand a text about workers in the community To say how workers help us every day
Vocabulary:	<i>hard hat, skills, tool, truck</i>
Language:	<i>this, that, these, those</i> <i>This is the socket the electrician is fixing.</i> <i>Those are the builders' hard hats.</i> <i>That's the bus driver's bus.</i> <i>These are the plumber's tools.</i>
Materials:	Student's Book pages 98-101 Images of a bus, truck, tools, hard hat (optional) Dressing up clothes (optional)

Opener

- Ask if students can remember people who help us from Lesson 1. Elicit the job names.

Presentation

- Play *Catch and say* (Games bank, page 155) to practice the job names.
- If you have them, show images of tools that go with the jobs, such as: bus, truck, hard hat, tools. Ask students if they can name the jobs that need these tools. Praise all sensible efforts.

STUDENT'S BOOK

page 98

1 Read. Which people help you every day?

- Read the first paragraph of the text while students follow and listen.
- Explain *skills* are the things you need to be good at a job, so a plumber is good at fixing things. Explain this is a skill. Ask *Do these workers help us?* (Yes) *Do they make where we live nicer to live in?* (Yes)
- Read the second paragraph aloud to the class. Students listen and read along with you silently. Ask *Do these people help us?* (Yes) Ask students if they would like to do any of the jobs. In pairs, students discuss and say why/why not. Monitor and help as needed.
- Ask *Do you all like the same jobs?* (No) *Are all the jobs important?* (Yes)

Students' own answers

2 Read and think. Do you agree with these sentences?

- Read the sentences aloud with the class. Students follow and read silently.
- Put students in different pairs and get them to read the sentences again and talk about them.
- Monitor and assist as needed.
- Elicit responses to the question. Ask students to justify their answers, helping with language if needed.

LESSON 3

1 Read. Which people help you every day?

Workers in our community

Do you like helping people? In our community we can all help each other. Many of the people around us have special **skills** to help us. Together, we help each other and make our city or village a nicer place to live.

For example, a bus driver helps a builder to get to work. When the bus breaks, the bus driver needs the mechanic to fix the bus. All the **local homes** and businesses need a mail carrier to deliver the **packages** and letters. We all need the garbage collector to take away our garbage and keep our streets clean.

We can all help each other. It's the right thing to do and it makes you feel good.

We all like different things. Some jobs are interesting for some people, but they are boring for other people. All the jobs are very important.



2 Read and think. Do you agree with these sentences?

Some jobs are more important than other jobs.

Some jobs are very boring.

We always need to help each other.

Students' own answers

3 Read and match the pictures to the sentences

UNIT
5

- 1 That's the bus driver's bus.
- 2 This is the socket the electrician is fixing.
- 3 That's the garbage collectors' truck.
- 4 These are the plumber's tools.
- 5 That's the mail carrier's bicycle.
- 6 This is the car the mechanic is fixing.
- 7 Those are the builders' hard hats.

**Think!**

How do you and your family
help your community?

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**Think!**

- 1 Ask students to think about jobs or other things their family do for the community. Students can tell the person next to them.
- 2 Elicit some of the examples and give praise for thoughtful answers.

STUDENT'S BOOK

page 99

3 Read and match the pictures to the sentences

- 1 Write the words *This/That* on the board. Use examples from the classroom to show the difference between the two words (*This* for near singular objects, and *That* for objects that are far from the speaker). Do the same with *These* and *Those*.
- 2 Students look at the pictures and then the sentences. Help with any vocabulary.
- 3 Ask students to match the sentences and the pictures, writing the sentence number by the correct photo. Monitor and help as needed. Check that students understand the difference between *This/That* and *These/Those*.
- 4 Go through the answers as a class.

Answers:

1c 2g 3b 4d 5a 6f 7e

4 Look, read, and match the sentences to the pictures

- 1 Look at the pictures as a class. Elicit the different jobs, then ask what they are doing. Students respond in pairs. Then bring the class together and elicit answers.
- 2 Read the sentences as a class and then ask students to read the sentences and match them to the pictures.
- 3 Monitor as they work and help as necessary.

Answers:

1c 2a 3d 4b

LANGUAGE FOCUS

- 1 Look at the *Language Focus* box and text as a class. Read the text aloud.
- 2 Elicit any examples of countable and uncountable nouns (apple, biscuits, bread, juice).
- 3 Look at the examples together as a class. Answer any queries.

4 Look, read, and match the sentences to the pictures

- 1 That mail carrier is delivering letters.
- 2 These mechanics work in the repair shop.
- 3 This bus is taking me to school.
- 4 Those builders are building the new hospital.



LANGUAGE FOCUS

We use *this*, *that*, *these*, *those* to say how close an object is to the speaker.

When we choose between *this*, *that*, *these*, *those* we need to think about the noun.

Is it singular or uncountable?

Is it plural?

Is it near or far from the speaker?

	near to the speaker	far from the speaker
singular nouns and uncountable nouns	<i>this</i> ... This is the socket the electrician is fixing.	<i>that</i> ... That's the water dripping from the faucet.
plural nouns	<i>these</i> ... These are the plumber's tools.	<i>those</i> ... Those are the builders' hard hats.

5 Complete the sentences

That These This Those

1 Can you see? _____'s the builder.



2 _____ is my aunt. Her name is Amira. She's a teacher.



3 _____ children are going to school.



4 _____ children are watching TV.



6 Choose two jobs. Think of two advantages and two disadvantages for each one. Work with your partner



A garbage collector is outside all day. When it rains, the garbage collector gets wet!

But the garbage collector is happy because he helps to clean the city. He is healthy because he walks every day.

101

Read the text aloud to the class.

- Students work individually and choose two jobs and make notes in their notebook about the advantages and disadvantages of both.
- Monitor and help as necessary. Students compare their answers with a different partner.
- Elicit responses.

Students' own answers

Closing

- Do a quick class survey to find which jobs are most and least popular. Discuss with the class why this might be.
- As a homework task, ask students to draw one of the jobs for a classroom display. Encourage students to add a caption if they can.
- For fast finishers, if you have any job uniform or dressing up clothes (an overall, or a mail carrier hat or a builder's hard hat, etc.), let students dress up quietly and then let the rest of the class guess what they are once everyone has finished.

STUDENT'S BOOK

page 101

5 Complete the sentences

- Draw students' attention to the word box and read the words with the class. Review *This/That* and *These/Those* again using examples from the classroom.
- Ask students to complete the exercise individually and to check their answers in pairs.
- Monitor as they work and help as necessary. Point out the difference between the near children in sentence 3, and the far children in sentence 4.

Answers:

- | | |
|----------|---------|
| 1 That's | 2 This |
| 3 These | 4 Those |

6 Choose two jobs. Think of two advantages and two disadvantages for each one. Work with your partner

- Write one job on the board and raise a class discussion. Ask questions like *Is this job important? Why? Does the person doing this job face any problems? So, should they stop working? Why?* etc. to elicit that each job has its advantages and disadvantages, but we can't do without them.
- Draw students' attention to the photo and the speech bubble.

LESSON 4

pages 102-105

Objectives:	To understand a story about three cousins and guess what their jobs are To use the language of jobs from the unit correctly To practice division in Math
Vocabulary:	<i>architect, blocks, curious, patient, screwdriver, tape measure</i>
Language:	Past simple <i>When Lara was a child, she loved to experiment. When I was little, I played with blocks and dolls.</i>
CLIL:	Math – division problems
Materials:	Student's Book pages 102–105 Audio files 1.46–1.52

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Ask if any students have cousins. Ask if they are similar or different to them in the things they are good at and the things they like to do. Students discuss in pairs. Monitor and assist with vocabulary as necessary.

STUDENT'S BOOK

page 102

1 [audio 1.46] Look, listen, and say

- Ask students to look at the pictures. Can they point and say the words? Monitor and help as needed. Explain that these words will be used the next exercise.
- Ask students to listen to the audio and point to the pictures.
- Play the audio again and this time students repeat the words as they point to the pictures.
- Monitor and make sure all can do this and are confident with the new words.

Audioscript

*screwdriver
tape measure
blocks*

2 [audio 1.47] Read and listen. Do you know anyone like Lara, Talia, or Amir?

- Let students know they are going to listen to a story about three cousins.
- Then play the audio and students should listen and read the text as they listen.
- Ask students to listen again and tell the person next to them if they know anyone like Lara, Talia or Amir.
- Encourage students to share what they said to the class.

UNIT 5 LESSON 4

1 Look, listen, and say



screwdriver

tape measure

blocks

2 Read and listen. Do you know anyone like Lara, Talia, or Amir?

Three cousins

Lara, Talia, and Amir are cousins, but they are all very different.

When Lara was a child, she loved to experiment. She was very **curious**. She always carried a **screwdriver** and she opened old radios, cell phones, and anything that had electricity. Her favorite question was *How does it work?* She learned about safety with electricity.



Lara

When Talia was a baby, she played with **blocks**. She put one block on top of another. When she was older, she started making things. She made a little house for her dog and a bed for her sister's doll. She always carried a **tape measure** and a pencil.



Talia

Amir was always very **patient** and he liked helping people. Sometimes, big brothers can get angry at their little brothers, but Amir was never angry. He played, he helped, and he explained things all the time.



Amir

Today, Lara, Talia, and Amir are all adults but they still call each other when they need some help.

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Audioscript

Three cousins

Lara, Talia, and Amir are cousins, but they are all very different.

When Lara was a child, she loved to experiment. She was very curious. She always carried a screwdriver and she opened old radios, cell phones, and anything that had electricity. Her favorite question was How does it work? She learned about safety with electricity.

When Talia was a baby, she played with blocks. She put one block on top of another. When she was older, she started making things. She made a little house for her dog and a bed for her sister's doll. She always carried a tape measure and a pencil.

Amir was always very patient and he liked helping people. Sometimes, big brothers can get angry at their little brothers, but Amir was never angry. He played, he helped, and he explained things all the time.

Today, Lara, Talia, and Amir are all adults but they still call each other when they need some help.

Students' own answers

3 Think, choose, and write. What do you think Lara, Talia, and Amir do today?

an architect an electrician a teacher

- 1 Lara is _____.
- 2 Talia is _____.
- 3 Amir is _____.

4 Read again and answer the questions

- 1 Who does Amir call when the fan doesn't work? _____
- 2 Who does Lara call when she wants to change something in her house? _____
- 3 Who does Talia call when she doesn't understand something in her English class? _____

5 Ask and answer

What did you like to play with when you were little?

What do you like to do now?

What job do you want to do? Why?



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class, asking more confident pairs. They can answer with the job or the person's name.

- 4 Ask the class if they found this an easy or hard task.

Answers:

1 Lara/an electrician 2 Talia/an architect 3 Amir/a teacher

5 Ask and answer

- 1 Read the questions as a class, and the example in the speech bubble.
- 2 In pairs, ask students to take turns asking and answering the questions. Remind students to listen carefully to each other.
- 3 Elicit responses by getting the other student in the pair to provide feedback on their partner's responses.

Students' own answers

STUDENT'S BOOK

page 103

3 Think, choose, and write. What do you think Lara, Talia, and Amir do today?

- 1 Refer students to the *Thinking* icon and ask them to think hard about the next question.
- 2 Read the instructions and ask them to think individually about what the three cousins do now for a job. Ask students to use the information they read about each character to guess the job each one chooses to be today.
- 3 Ask students to write in their notebooks then check answers in pairs. Bring the class together to make sure all got the suitable answers.

Answers:

1 an electrician 2 an architect 3 a teacher

4 Read again and answer the questions

- 1 Read the questions as a class, reading them aloud if this suits your class.
- 2 Ask students to read the text again more carefully and answer the questions in pairs. Remind students to think about what the cousins are good at and the jobs they do.
- 3 Monitor and help as needed. Then elicit answers from the

PRONUNCIATION

6 Look and say. How many syllables are in each word?

- 1 Ask *What's a syllable?* and elicit the answer.
- 2 Draw students' attention to the green bubble on the right. Ask students to read carefully.
- 3 Read the list of jobs quite slowly. Ask students to count the number of syllables in the words.
- 4 Put students in pairs and encourage them to say the words and count the syllables, then swap and check. Tell them they can tap the syllables if this helps. Monitor and assist as needed. They can check their answers in the next exercise.

7 [audio 1.48] Listen and check

- 1 Play the audio while students listen and check their answers.
- 2 Monitor and check all are on task.

Audioscript

<i>electrician</i>	<i>teacher</i>
<i>builder</i>	<i>architect</i>
<i>plumber</i>	<i>mechanic</i>
<i>dentist</i>	<i>doctor</i>

Answers:

el-ec-tri-cian 4
teach-er
build-er
ar-chi-tect 3
plumb-er
me-chan-ic 3
den-tist 2
doc-tor 2

8 [audio 1.49] Which one is correct? Listen and choose

- 1 Ask students to look at the photo. Ask *Which job is this?* (a dentist)
- 2 Ask students to look at the stress on the two words. Which do they think is correct? Tell them they will listen to audio and decide. Explain what stress is if needed. (Stressed syllables are the syllables most easily heard in a word). Give examples using some familiar words.
- 3 Students listen to the audio to check the stress. Repeat a couple of times so students can listen carefully.
- 4 Practice the correct pronunciation a few times with the whole class (dentist).

Audioscript

dentist
dentist

6 Look and say. How many syllables are in each word?

electrician	<input type="checkbox"/>	plumber	<input type="checkbox"/>
teacher	<input type="checkbox"/>	mechanic	<input type="checkbox"/>
builder	<input type="checkbox"/>	dentist	<input type="checkbox"/>
architect	<input type="checkbox"/>	doctor	<input type="checkbox"/>

A syllable is a part of a word that contains a single vowel sound.

7 Listen and check

8 Which one is correct? Listen and choose

dentist or dentist



9 Underline the stressed syllable in the words

plumber teacher builder dentist driver doctor

10 Listen and check

11 Listen and circle the words which has the correct stress

1 plumber	plumber	4 mechanic	mechanic
2 teacher	teacher	5 driver	driver
3 builder	builder	6 doctor	doctor

Answers:

dentist

9 Underline the stressed syllable in the words

- 1 Place students in pairs and ask them to say the words to find the stress.
- 2 Then ask them to underline the stress in the words.
- 3 Monitor and assist as necessary.
- 4 Students will check their answers in Exercise 10.

10 [audio 1.50] Listen and check

- 1 Tell students to listen to audio and check their answers for Exercise 9.
- 2 Listen again. Ask students to say the words. They can say the words with the audio if you have a less confident class.

Audioscript

<i>plumber</i>	<i>teacher</i>
<i>builder</i>	<i>dentist</i>
<i>driver</i>	<i>doctor</i>

Answers:

plumber, teacher, builder, dentist, driver, doctor

CLIL: MATH

UNIT
5

12 Look and think. Write the missing numbers

- 1 a $100 \div \underline{\quad} = 2$ b $100 \div 2 = \underline{\quad}$
 2 a $100 \div 25 = \underline{\quad}$ b $100 \div \underline{\quad} = 25$
 3 a $100 \div \underline{\quad} = 5$ b $100 \div 5 = \underline{\quad}$

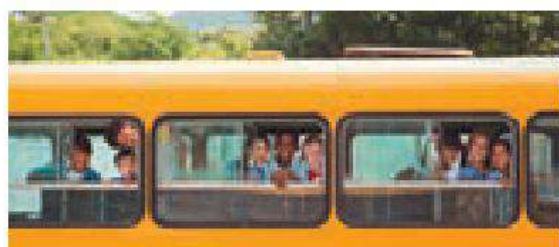
13  Listen and check

14 Read and solve the problem


There are two hundred children in Grade 4. Today they are going on a school trip.

Each school bus carries 50 children.

How many buses do they need? $\underline{\quad}$

 Find out

What is this symbol \div called?
 A Swiss **mathematician** called
 Johan Rahn used it first in 1659.

 A mathematician
 works with
 numbers and math
 problems.

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11  [audio 1.51] Listen and circle the words which have the correct stress

- Tell students they are going to listen and hear the words from Exercise 10 said twice. They need to listen and choose which stress is correct. Tell them they will need to listen carefully.
- Play the audio and students listen to the stress. Play again and even a third time if needed to hear the correct stress.
- Play once more so students can check. Then ask students to write the word with the correct stress. The class may need to hear the audio again, paused between each word to do this, or to check their written answers.
- Give praise for them listening carefully and concentrating.

Audioscript

- | | |
|-------------------|----------|
| 1 <u>plumber</u> | plumber |
| 2 <u>teacher</u> | teacher |
| 3 <u>builder</u> | builder |
| 4 <u>mechanic</u> | mechanic |
| 5 <u>driver</u> | driver |
| 6 <u>doctor</u> | doctor |

Answers:

- | | |
|------------------|-------------------|
| 1 <u>plumber</u> | 4 <u>mechanic</u> |
| 2 <u>teacher</u> | 5 <u>driver</u> |
| 3 <u>builder</u> | 6 <u>doctor</u> |

STUDENT'S BOOK

page 105

12 Look and think. Write the missing numbers

- Ask students to look at the division sums. Ask *Are they all division sums?* (Yes.) Ask questions like *What do you notice when you look at the two equations in No. 1?* (When you divide 100 by 2, you get 50 and when you divide 100 by 50, you get 2.) Elicit the rest of the answers.
- Students should do the sums individually, then check the answers in pairs. Monitor and help as needed.
- They can check their answers in the next activity.

13  [audio 1.52] Listen and check

- Play the audio. Tell students to listen and check their answers.
- Ask students what they noticed about the a and b sums. Ask *Is the answer the same for a and b?* (Yes.) Point out that knowing these division facts makes working out quicker and easier.

Audioscript

- 1 a one hundred divided by fifty equals two
 1 b one hundred divided by two equals fifty
 2 a one hundred divided by twenty-five equals four
 2 b one hundred divided by four equals twenty-five
 3 a one hundred divided by twenty equals five
 3 b one hundred divided by five equals twenty

Answers:

- 1a 50, 1b 50
 2a 4, 2b 4
 3a 20, 3b 20

14 Read and solve the problem

- Ask students to look at the problem. Read it aloud and ask students to listen and follow.
- Ask students *What sort of problem is this?* (A division problem.)
- Ask students to work out the problem individually. Then check their answer in pairs. Monitor and make sure everyone knows what to do.
- Elicit the answer from a confident pair, explaining the answer if needed.

Answers:

$$200 \div 50 = 4$$

UNIT 5

Find out

- 1 Read the *Find out* fact to the class and see if anyone can answer the question. Check their understanding of *mathematics*.
- 2 If they can, give praise and read out the answer.

Answers:

The division sign or the *obelus*

LESSON 5

pages 106-107

- Objectives:** To read about the pros and cons of a job
To learn how to use simple language of debate
To review jobs and write about their pros and cons
- Vocabulary:** *backache, pros and cons, on one hand, on the other hand*
- Language:** Present simple
On one hand, mail carriers are outside all day.
My aunt starts work at 6 o'clock in the morning.
- Materials:** Student's Book pages 106-107

Opener

- Revise the jobs of people who help us from Lesson 1.

Presentation

- 1 Ask students if they can remember which two jobs they chose to talk about when they discussed the advantages and disadvantages of jobs in Lesson 3. Let them look back at this to refresh their memories if needed.

STUDENT'S BOOK

page 106

1 Think about a mail carrier's job. What are the good and bad things about the job?

- 1 Show the photo of the mail carrier on page 106. Ask if anyone chose a mail carrier in the Presentation. If they did, ask them to tell the class some of the pros of the job.
- 2 Then ask if anyone can think of any cons. Elicit responses.
- 3 Students can check their ideas in the next activity.

2 Read and complete the table

- 1 Direct attention to the photos and read the text as a class.
- 2 Present the new vocabulary, explaining the meaning of *pros and cons* and the other phrases. Ask if students know when we use these phrases (when we talk about advantages and disadvantages in a piece of writing such as a paragraph or an essay).
- 3 Ask students to read the text again individually and then fill in the table.
- 4 Monitor and assist as needed. Then go over the answers as a

UNIT 5 LESSON 5

1 Think about a mail carrier's job. What are the good and bad things about the job?

2 Read and complete the table

My name is Sherifa. In class this week, we're talking about the good and bad things about different jobs. My aunt is a mail carrier in America. I talked to her about her job and she told me some of the pros and cons.

Pros and cons of being a mail carrier:

What's it like to be a mail carrier?

There are some good and bad points about the job.

On one hand, mail carriers are outside all day. This is great when the weather is good, but it's not fun when the weather is very hot or wet and cold. Mail carriers walk all day and get a lot of exercise. They also speak to a lot of people. This is a nice part of the job. Everybody likes getting mail, so everyone likes meeting the mail carrier. On the other hand, there are also some bad things to think about. Being a mail carrier is not an easy job. The mail bag is very heavy. It can give some mail carriers a backache. Another bad thing is that they wake up very early. My aunt starts work at 6 o'clock in the morning.

Pros	Cons
Mail carriers get a lot of exercise.	

106

class.

- 5 Give praise for original thought and any good answers students can justify.

Answers:

Pros	Cons
Mail carriers get a lot of exercise	Outside all day in bad weather
Outside all day in good weather	Not an easy job
Speak to a lot of people	The mail bag is heavy and it can give carriers backache
Everyone likes meeting the mail carrier	They wake up very early

3 Read again and answer the questions

- 1 What is the paragraph about?
- 2 How does Sherifa start her paragraph?
- 3 How does this help the reader?

4 Choose a job. Write some pros and cons

The job I chose is _____.

Pros	Cons

5 Write a paragraph about the pros and cons of the job you chose

6 Work with a partner. Show your paragraph. Ask for their ideas

This is
my paragraph.
What do you
think?

107

STUDENT'S BOOK

page 107

3 Read again and answer the questions

- 1 Ask students to look at the text again. Ask if anyone knows what a *paragraph* is. Explain it is a section of the text that has an idea and we start a new paragraph for a new idea.
- 2 Ask students to read the first question and elicit the answer.
- 3 Ask students to work in pairs to answer the other questions. Check answers as a class.

Answers:

- 1 It is about the pros and cons of a mail carrier's job.
- 2 It starts with an introduction.
- 3 It helps the reader to know what the paragraph is going to be about.

4 Choose a job. Write some pros and cons

- 1 Ask students to think of a job and write it above the table. Then they think of the good and bad things about the job and fill in the table.
- 2 Monitor and help with spelling, language, etc. Check all students have at least three pros and three cons for the job they chose.

Students' own answers**Extra practice**

- 1 Ask students to read their sentences and get their partners to guess the job they chose from the pros and cons.

Students' own answers**5 Write a paragraph about the pros and cons of the job you chose**

- 1 Explain to students that they will write a paragraph like Sherifa's using the pros and cons from Exercise 4.
- 2 Students write their individual paragraphs.
- 3 Monitor and help with language, spelling, etc. as needed.
- 4 If any students finish quickly, ask them to reread what they have written and make sure they have included all they can, and checked for any spelling mistakes.

Students' own answers**6 Work with a partner. Show your paragraph. Ask for their ideas**

- 1 Tell students to swap paragraphs for review. Ask pairs to read them and see if anything is missing, or anything could be added. You could write the following on the board for them to check: *Has the student used an introduction? Is the paragraph easy to read? Are there pros and cons for the jobs they chose?*
- 2 Students should make edits according to their partner's feedback. Monitor and help as needed.

Students' own answers**Extra practice**

- 1 Bring the class together again and ask everyone to think for a minute about which job they think is the hardest and why.
- 2 Elicit responses and get students to tell you why. Does everyone agree? Encourage students to think about this.

Closing

- Ask students to think about the jobs they have learned about in this unit. Has it changed their view of any of the jobs and made them either more or less likely to want to do one of them?
- Ask students to discuss this with a partner, then to share their ideas as a class.

LESSON 6

pages 108-109

Objectives:	To read and understand a report about people who help us To make a report about people who help you at home To revise language learned in Unit 5 To do a self-assessment of their progress 5
Vocabulary:	Revision of words from Unit 5
Language:	Present simple for facts <i>The cleaners keep the school clean.</i> Past simple for past actions <i>The builders built the school</i>
Materials:	Student's Book pages 108-109

Opener

- Greet each student as they come into class.
- Revise what the people who help us do.
- Ask students who came to school on the school bus today. Ask what the bus driver does for us. (He/She brings us to school.) Ask *Who repairs the bus?* (The mechanic.) Pick up the classroom trash can and ask *Who takes out the trash for us?* (The cleaners.) Ask *Who makes sure the classroom is clean every morning?* (The cleaners.)

STUDENT'S BOOK

page 108

1 Read the report

- 1 Direct students to the photo and ask students what they think the text is about (people who help us).
- 2 Read the title and ask who made the school (builders, plumbers, electricians).
- 3 Read the report aloud and students listen and follow as you read. Ask them to note all the jobs in the report.
- 4 Students then read the report individually and find the jobs.

Answers:

builders, plumbers, electricians, cleaners, bus drivers, garbage collectors, mechanics

2 Make a report. Who helps you at home?

- 1 Ask students to think about the people who help them at home. Ask *Who built your home?* (a builder) *Who helps keep your house clean?* (a cleaner/Mom/Dad/the whole family)
- 2 Ask students to think of other people who help them at home, for instance who helps if there is a problem with the water or electricity? (a plumber, an electrician)
- 3 Tell students to make a list of people who helped build their home and those who help look after their house.
- 4 Once students have finished making the list, they can draw a picture of their house or bring in a photo to paste it in the report.
- 5 Then ask students to write about the different people who helped them at home, using their list and what they do.

LESSON 6

A REPORT ABOUT PEOPLE WHO HELP US

1 Read the report



Workers who
made our school



The builders build the school. The plumbers connect the pipes so that we have water. The electricians connect electricity so that we can use lights.

The cleaners keep the school clean. The bus drivers bring the children to school. The garbage collectors take away our garbage.

The mechanics fix the cars and buses that bring the children to school.



2 Make a report. Who helps you at home?

- Make a list of the people who helped build your home and the people who look after your home now.
- Draw or glue a picture of your house or a room in your house.
- Write about the different people who helped you at home.

108

Students' own answers

SELF-ASSESSMENT

UNIT
5

3 Do you remember the names of these jobs?

Look and write



4 How many of the jobs have two syllables? Circle the stressed syllables

5 Look, read, and complete

That These This Those

1 _____ is a



2 _____ is a measure.



3 _____ are



4 _____ are a plumber's



6 Think about Unit 5

Write two things you enjoyed.

Write two things you learned.

109

Answers:

Two jobs
Builder and plumber

Extra practice

- Ask students to mark the stress on all Exercise 3 words.
- Go over the answers as a class, checking all can hear and mark the stress.

Answers:

1 mail carrier 2 builder 3 electrician 4 mechanic 5 plumber
6 bus driver 7 garbage collector

5 Look, read, and complete

- Remind students about *this/that* and *these/those* using books in the classroom. Say *This is a book* (close up) and *That is a book* (further away). Repeat for more than one book. Say *These are books* (close up) and *Those are books* (further away).
- Get students to look at the photos and elicit the names of the items (screwdriver, tape measure, blocks, tools).
- Explain to students that they need to use *this/that/those/these* to complete the sentences. Students should do this individually. Monitor and help as needed.
- Go over answers as a class, asking less confident students first.

Answers:

1 This is a screwdriver. 2 That is a tape measure. 3 Those are blocks. 4 These are a plumber's tools.

Think about Unit 5

- Encourage students to look back over the unit and think about two things they enjoyed. Encourage students to write full sentences and give details. Give praise.
- Repeat the procedure with items students have learned from the lesson.

Students' own answers

Closing

- Say a job and ask students to name any tools which go with the job.
- Then say a tool and ask students to name any job that it is used in.
- Say *Well done. You have completed Unit 5.*

STUDENT'S BOOK

page 109

Self-Assessment

3 Do you remember the names of these jobs?

Look and write

- In pairs, direct students to look at the photos and name the jobs. Then ask students to write the names of the correct jobs under the photos.
- Monitor and help as needed.
- Check students' answers as you monitor.

Answers:

1 mail carrier 2 builder 3 electrician
4 mechanic 5 plumber 6 bus driver
7 garbage collector

4 How many of the jobs have two syllables?

Circle the stressed syllables

- Have students look at the names of jobs from Exercise 3 again.
- Ask students to say the words and count the syllables in pairs, then to mark the stressed syllables.
- Monitor and help as needed.

UNIT 6

Introduction

pages 110-111

Objectives: To introduce students to the topic of the unit
To introduce students to the idea of jobs and industries

Vocabulary: *industry*

Materials: Student's Book pages 110-111
A map of Egypt (optional)

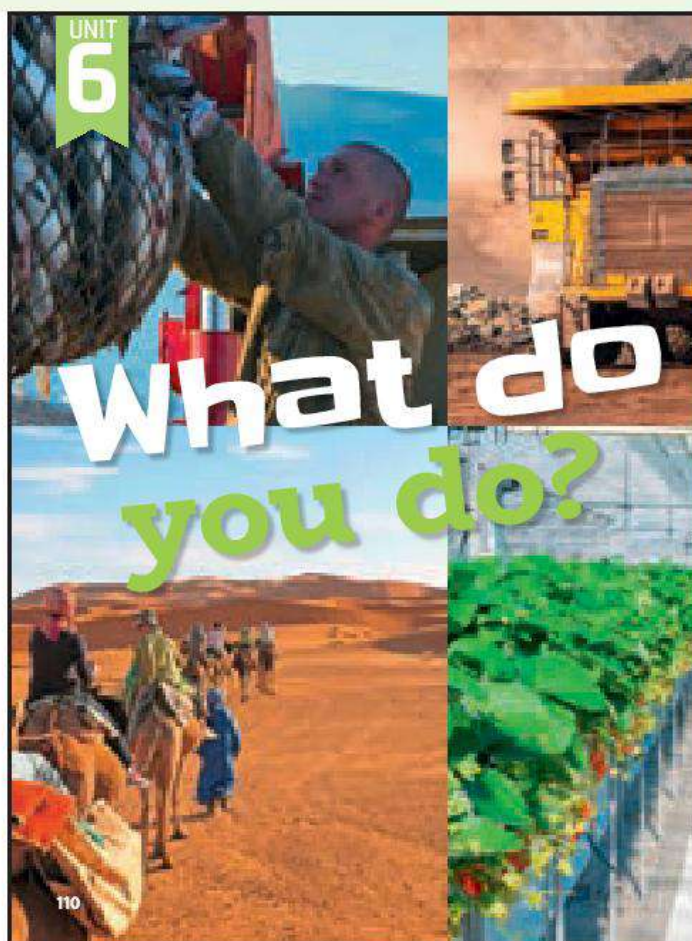
Opener

- Say *Hello (name) How are you?* to several students to encourage the response: *Hello, Miss/Mr (name). I'm fine thanks.*
- Have students say to each other and ask *Hello. How are you?*

STUDENT'S BOOK

page 110

- 1 Say *Open your books. Look at page 110* and hold your copy up.
- 2 Ask students to look at the photos and tell them that this unit is about industries.
- 3 Ask students to work in pairs and think about industries in Egypt. Explain *industries* and elicit any examples students can think of.



(Inclusive Techniques Unit 6, refer to page xiii)



In this unit I will ...

- read and learn about more jobs.
- explore what an industry is and the names of some common industries.
- read a poem about some common jobs.
- read a story about respecting workers.
- know about prime numbers
- distinguish and pronounce short vowel sounds.
- learn about words with the prefix *dis-*.
- write about a job you want to do.

Look, discuss, and share

The pictures all show different industries. What is happening in each of the pictures?

Find out

Which industries do people work in where you live?

Did you know?

In 2019, about 13 million tourists came to Egypt. Where do tourists go in Egypt?

111

Students' own answers

Did you know?

- 1 Have students look at the photo of the tourists on camels. Ask them if many tourists visit their area.
- 2 Read the fact with the class. Briefly discuss where they think tourists go in Egypt. You could use a map to help them. Accept all reasonable suggestions.

Students' own answers

Closing

- Focus on the unit title and explain that students will be able to answer the question at the end.
- Focus on *In this unit I will ...* and read through the objectives for this unit with the class.

STUDENT'S BOOK

page 111

Look, discuss, and share

- 1 Have students ask and answer the question in pairs.
- 2 Open it up into a class discussion.
- 3 Ask students if they think industries are important to Egypt (Yes).

Suggested answers:

Someone is fishing/collecting fish. A truck is carrying something from a mine.
Some tourists are riding on camels. There are some vegetables/There is some fruit growing.

Find out

- 1 Have a class discussion on what an industry is (a kind of work that makes things or provides services to others).
- 2 Help students to elicit some industries that are in their near environment, e.g. farming, fishing, tourism, etc.
- 3 Ask students to read and think about the question.
- 4 Have a short class discussion and help them with any useful vocabulary. They could use the internet to help them answer, or school resources.

LESSON 1

pages 112-113

Objectives:	To understand texts about different jobs To match jobs to photos and specific industries To discuss different jobs and industries
Vocabulary:	<i>education, energy, engineer, farmer, farming, fish, fishing, fisherman, geologist, ground, guide, librarian, mining, pick, tourism industry, wind turbine</i>
Language:	The present simple: <i>I'm a fisherman. I wake up early everyday, I go out on my boat and catch fish.</i>
Materials:	Student's Book pages 112-113 Audio files 1.53 - 1.55

Opener

- In pairs ask students to think about jobs. Elicit known job words and make a list on the board.

STUDENT'S BOOK

page 112

1 [audio 1.53] Listen and read. What jobs do these people do?

- Look at the picture on Page 112. Ask students what the man is doing (fishing). Ask *Is fishing an industry?* (Yes.)
- Play the audio for students to read along to.
- Then play the audio again. This time pause after each section so students can note down the industry being talked about.
- Monitor and help as needed. Play the audio once more as needed.
- Go through the answers, making sure everyone has them correct as they will use them in Exercise 2.

Audioscript

- I'm a fisherman. I wake up very early every day, I go out on my boat and catch fish. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.*
- I'm a farmer. I grow oranges. All year, I look after the trees and I give them water and nutrients. Then, I pick the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.*
- I'm a guide. I work in the tourism industry. People come to my country and it's my job to explain the history and tell the tourists lots of interesting stories.*
- I'm a geologist. I study the ground and the rocks under our feet. I study what is under the ground. I find special metals and think how we can take the metals out of the ground.*
- I'm an engineer. I make sure the wind turbines turn well and make electricity. The electricity we make goes to thousands of homes.*
- I'm a librarian. I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.*

LESSON 1 WHAT DO YOU DO?

1 Listen and read. What jobs do these people do?

- I'm a fisherman.** I wake up very early every day. I go out on my boat and **catch fish**. Then in the afternoon, I come back and sell my fish in the market. My fish go to restaurants and homes all over the world.
- I'm a farmer.** I grow oranges. All year, I look after the trees and I give them water and nutrients. Then, I **pick** the fruit. I send a lot of the fruit to the factory to make orange juice. I also sell some of my oranges to the supermarket.
- I'm a guide.** I work in the **tourism industry**. People come to my country and it's my job to explain the history and tell the tourists lots of interesting stories.
- I'm a geologist.** I study the **ground** and the rocks under our feet. I study what is under the ground. I find special metals and think how we can take the metals out of the ground.
- I'm an engineer.** I make sure the **wind turbines** turn well and make electricity. The electricity we make goes to thousands of homes.
- I'm a librarian.** I work in a school library. It's my job to look after all the books. I buy lots of new books and I help children find the information they need.

2 Listen again and answer

- | | |
|--------------------------|---------------------------------|
| 1 Who works in a school? | 2 Who works outside? |
| 3 Who works on the sea? | 4 Who grows food? |
| 5 Who is a scientist? | 6 Who works with wind turbines? |

Answers:

- | | | |
|-------------|------------|-------------|
| 1 fisherman | 2 farmer | 3 guide |
| 4 geologist | 5 engineer | 6 librarian |

2 [audio 1.54] Listen again and answer

- Read the questions as a class and ask students to listen again to answer them. Point out there might be more than one answer.
- Play the audio and let students listen.
- Play again and ask students to 'skim' the text, looking for clues about who works where.
- Monitor and help as needed.
- Play the audio once more and go through the answers.

Answers:

- | | |
|-----------------|--|
| 1 the librarian | 2 the fisherman, the farmer, the guide |
| 3 the fisherman | 4 the farmer |
| 5 the geologist | 6 the engineer |

3 Match the words to the pictures

education energy farming fishing mining tourism



4 Listen and check

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

copper animals hotels wave power wind farm nets
transportation tractor iron boats coal

mining	
farming	
fishing	
tourism	
energy	

6 What do you think?

- Which jobs and industries sound the most interesting? Why?
- Do you know anyone who works in any of these industries?

113

STUDENT'S BOOK

page 113

3 Match the words to the pictures

- Direct attention to the pictures. Ask students to say what they can see.
- Go over the words in the word box, reading them aloud with the class.
- Ask students to look at the pictures and write the correct industry under the correct picture.
- Monitor and help as needed. Remind students they can copy the correct spelling from the word box.
- They can check their answers in the next activity.

4 [audio 1.55] Listen and check

- Students listen to the audio and check their answers.
- Play once more as necessary.

Audioscript

1 fishing 2 farming 3 tourism
4 mining 5 energy 6 education

Answers:

1 fishing 2 farming
3 tourism 4 mining
5 energy 6 education

5 Look and write. Which industry are the words connected to? Can you add more words to the table?

- Look at the table in Exercise 5 as a class. Ask students what the words in the table are (industries). Direct attention to the word box and read the words aloud with the class.
- Explain to students that they need to put the correct words with the correct industry.
- Do the first one as a class as an example and let students work in pairs to fill in the table.
- Monitor and help as needed.
- Encourage confident students and fast finishers to think of other words that could be added. Allow the use of a dictionary or an online dictionary if needed but encourage students to think for themselves.
- Go through the answers as a class. Then go through the added words. Give praise for all sensible answers.

Answers:

mining – copper, iron, coal (suggested additional words: gold, diamonds)
farming – animals, tractor (suggested additional words: field, vegetables)
fishing – nets, boats (suggested additional words: fish, sea)
tourism – hotels, transportation (suggested additional words: tourist, pyramids)
energy – wave power, wind farm (suggested additional words: electricity, oil)

6 What do you think?

- Direct attention to the questions and put students in pairs to discuss them. Ask students, *Would you like to do a job in one of the industries? Which job?* Encourage students to give a reasoned and thoughtful answer.
- Tell the pairs then to discuss if they know anyone who works in any of the industries. Encourage students to say what job they do.
- Monitor and help with vocabulary as needed.
- Note down some of the best answers to share with the class.

Students' own answers

Closing

- Place students in pairs. One draws something associated with an industry and the other tries to guess the correct industry. Then swap over.
- Monitor and assist as necessary. Make sure students take turns.
- Tell students that in the next lesson, they will talk about hotels. Can they name any jobs that people do in hotels?

LESSON 2

pages 114-117

Objectives:	To understand the importance of industries To find out about people who work in hotels To think about why people work To understand what people do in different jobs To read, listen to and enjoy a poem
Vocabulary:	<i>cook, economy, government, salary</i>
Language:	The present simple: <i>When tourists arrive in Egypt, they need a hotel. The hotel pays a salary to the workers.</i>
Materials:	Student's Book pages 114-117 Audio file 1.56

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.

Presentation

- In pairs, ask students to recall the different industries in Egypt discussed in Lesson 1.
- Ask students if they have been on holiday in Egypt. Where did they stay? Then bring the class together to pool answers.

STUDENT'S BOOK

page 114

1 Think and answer

- Ask students to work in pairs and think about how many people work in a hotel and what their jobs are in pairs.
- Monitor and help as needed. They can check their answers in the next activity.

Students' own answers

2 Read and check your answers

- Tell students to skim the text quickly.
- Students then check their answers against the text in pairs. Monitor and help as needed.
- Elicit answers to check all have understood the reading and questions.

Answers:

Many people work in the hotel. The hotel needs electricians and plumbers to fix problems, cooks to make food, and cleaners to keep the hotel clean.

LESSON 2

CLIL: SOCIAL STUDIES

1 Think and answer

How many people work in a hotel?
What are their jobs?



2 Read and check your answers

Industry

The things we make, buy, and sell are all part of the country's **economy**. Our economy is divided into **industries**, such as fishing, farming, tourism, etc.

In every industry there are thousands of people and many different jobs. For example, let's think about the tourism industry in Egypt.

When tourists arrive in Egypt, they need a hotel and they need a bus or a taxi to take them to the hotel.

Many people work in the hotel. The hotel needs electricians and plumbers to fix problems, **cooks** to make food, and cleaners to keep the hotel clean.

Local businesses need the hotel, too. For example, the hotel buys food from farmers. Everything in the hotel comes from other businesses.

The hotel pays a **salary** to the workers. The workers use their salary to buy food, clothes, and for transportation. Some of their salary goes to the **government** to pay for things like roads and schools. When we work, our salary helps our community and the whole country.



3 Look at the words in bold. Match the words to the meaning

- | | |
|--------------|--|
| a economy | 1 money paid to people who work |
| b industry | 2 a collection of businesses that work together |
| c salary | 3 the group of people who make rules for the country |
| d government | 4 the way a country makes and uses money |



Think!

Why do people work? Read and check (✓) or cross (X)

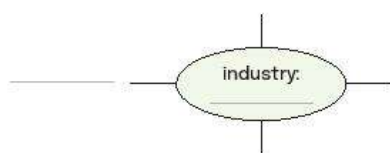
- They get a salary. ☐
- They can help people. ☐
- They can relax. ☐
- They can make things. ☐

What other reasons are there for working? Discuss with a partner.



Think and write

Think about one of the industries you like. What jobs are in that industry?



115

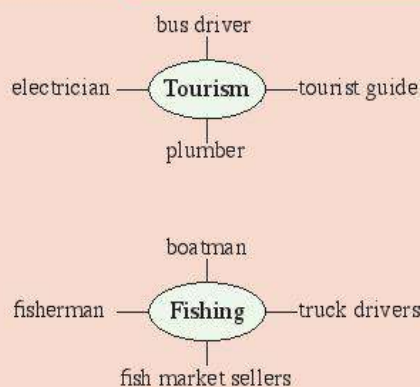
Suggested answers:

They get a salary. ✓
 They can help people. ✓
 They can make things. ✓
 Other reasons: They can invent new things, they can entertain people, they can teach people.

4 Think and write

- Go over the question with the class.
- Point out the spidergram and show them how to fill it in.
- Students then fill in the spidergram about an industry and the jobs there are in that industry.
- Monitor and help as needed.

Suggested answers:



STUDENT'S BOOK

page 115

3 Look at the words in bold. Match the words to the meaning

- Read the instructions with the class.
- Ask students to read the words and the meanings and match them.
- Monitor and help as needed.
- Go through the answers as a class.

Answers:

a4 b2 c1 d3



Think!

- Read the question as a class.
- Students should work in pairs to tick and cross the reasons.
- Monitor and help as needed.
- Instruct students to discuss the answer to the second part of the question in pairs.
- Go through answers as a class.

5 Think about these industries. Choose the best verb

- 1 Explain that it is important to know what people do at some industries.
- 2 As a class, go through the word box and read each verb aloud. Ask students what the 'x2' means that the word is used twice in the exercise. Ask *Are they all verbs?* (Yes) *Are they all in the present?* Why?
- 3 Go through the example answer with the class. Then ask students to read the questions and put the correct word in each gap. Remind them that reading the sentences first can make this kind of activity easier as they can scan the word box for the right word.
- 4 Monitor and help as needed. Keep a note of anyone struggling as you help (to give extra or easier practice).
- 5 Go through the answers as a class.
- 6 Fast finishers can make up three sentences of their own.

Answers:

- | | | |
|------------|-----------|--------|
| 1 grow | 2 deliver | 3 sell |
| 4 buy, eat | 5 make | 6 make |
| 7 catch | 8 sell | |

6 Complete the sentences. Then circle the verbs

- 1 Read the instructions aloud with the class. Point out there are two parts to the exercise: completing the sentences and then finding and circling the verb.
- 2 Tell students to complete the exercise. Monitor and help as needed.
- 3 Elicit answers from the class, encouraging quieter pupils. Ask pupils if they can spot a pattern in the words that describe jobs (most of them end in *-er*).

Answers:

- 1 My **teacher** is very patient. She **teaches** math.
- 2 That taxi **driver** **drives** very badly. He didn't stop at a traffic light.
- 3 Those **fishermen** are in the wrong place. They cannot **fish/catch fish** there.
- 4 This is the **builder** who **builds** our house.
- 5 He **cleans** very well. Thank the **cleaner** when you see him.

5 Think about these industries. Choose the best verb


buy deliver eat ~~grow~~ sell (x2) make (x2) catch

- 1 Farmers grow the food.
- 2 Drivers _____ the food.
- 3 Supermarkets _____ the food to customers.
- 4 Customers _____ the food and then _____ the food.
- 5 Engineers _____ the wind turbines.
- 6 The wind turbines _____ electricity.
- 7 Fishermen _____ the fish.
- 8 The markets _____ the fish to stores.




6 Complete the sentences. Then circle the verbs

- 1 My teacher is very patient. She teaches math. (teach)
- 2 That taxi _____ very badly. He didn't stop at a traffic light. (drive)
- 3 Those _____ are in the wrong place. They cannot _____ there. (fish)
- 4 This is the _____ who _____ our house. (build)
- 5 He _____ very well. Thank the _____ when you see him. (clean)

- 7  **Work with a partner. Describe what these people do. You can use the words in the box to help you**

build clean drive fish fix help (x2) teach



- 8  **Read, listen, and say**

Can you tell me why...?

Can you tell me why...
Builders build,
But doctors don't doct. They help sick people?

Can you tell me why...
Teachers teach,
But mechanics don't mechanic. They fix cars?

Can you tell me why...
Fishermen fish,
But electricians don't electric. They connect electricity?

Can you tell me why...
Drivers drive and cleaners clean,
But dentists don't dentist. They fix teeth?

Ah, but wait!
Garbage collectors collect garbage.
Yes, it's very confusing, but that's what makes English great!

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- 8  **[audio 1.56] Read, listen, and say**

- 1 Read the question as a class. Ask what sort of a text this is (a poem).
- 2 Students listen to the audio and follow the poem, reading along as they hear.
- 3 Play the audio once more.
- 4 Repeat the audio and ask students to join in and say the poem along with the audio. To help, you could hold up and point to the appropriate picture of a job as they hear it.
- 5 Once the class is confident, ask them to read the poem aloud without the audio.
- 6 You might want to point out that the poem is funny because it uses words that do not exist, such as doct!

Audioscript

*Can you tell me why...
Builders build,
But doctors don't doct. They help sick people?
Can you tell me why...
Teachers teach,
But mechanics don't mechanic. They fix cars?
Can you tell me why...
Fishermen fish,
But electricians don't electric. They connect electricity?
Can you tell me why...
Drivers drive and cleaners clean,
But dentists don't dentist. They fix teeth?
Ah, but wait!
Garbage collectors collect garbage.
Yes, it's very confusing, but that's what makes English great!*

Closing

- Place students in pairs and get them to think about an industry they would like to work in.
- Direct students to take turns guessing the job their partner would like to do.
- Share answers as a class.
- Ask students what they learned today that they didn't know before.

STUDENT'S BOOK

page 117

- 7 **Work with a partner. Describe what these people do. You can use the words in the box to help you**

- 1 Place students in pairs. Ask them to look at the pictures.
- 2 Read the word box verbs together as a class. In pairs, ask students to say what the people do. Remind students to take turns.
- 3 Pair weaker and confident students together as this will benefit both students.
- 4 Monitor and assist. Then go over the answers as a class, eliciting answers from the pairs.

Suggested answers:

A builder builds houses.
A fisherman catches fish/fishes.
A teacher teaches children.
An electrician connects electricity.
A doctor helps people.
A cleaner cleans rooms.
A bus driver drives buses.
A dentist helps people.

LESSON 3

pages 118-121

Objectives:	To understand the difference between renewable and non-renewable resources To learn about different types of energy To complete a fact file about an energy project
Language:	The present simple <i>A solar farm needs a lot of sunshine.</i> The past simple <i>Every year, the sisters ate beautiful mangoes.</i>
Materials:	Student's Book pages 118-121 Pictures of energy sources (oil, coal, wind energy, wave energy, solar energy, gas)

Opener

- Ask if any students have trees growing close to where they live. Ask how they would feel if someone cut down the trees. Would it change where they live? Elicit responses.

Presentation

- Show the pictures for the energy sources. Can students name any of them? Are any used in their homes?
- Present the words *renewable* and *non-renewable* and explain the difference (coal is not renewable because when you burn it, it is gone, but wind is renewable, because you will always have wind).
- Tell students they are going to read a story.

STUDENT'S BOOK

page 118

1 Look at the pictures. What do you think the story is about?

- Direct attention to the pictures.
- Ask students to predict what the story is about. Accept all reasonable answers.

Suggested answers:

The story is about cutting down a tree.

2 Read. Is a mango tree renewable or non-renewable?

- Read the question with the class. Remind them of the difference between renewable and non-renewable.
- Read the story while students follow and listen.
- Ask students what they think about the story. Do they think Malak should have cut down the tree?
- Read the question and ask students to look at the story again. Discuss the question in pairs.

LESSON 3 CLIL: SCIENCE

1 Look at the pictures. What do you think the story is about?

2 Read. Is a mango tree renewable or non-renewable?



Two mango trees

Sara and Malak are sisters. Each sister had a beautiful mango tree next to her house. Every year, the sisters ate beautiful mangoes. Their children played under the trees.

One day, Malak said, 'I don't need mangoes. I need money. Let's cut down my tree. I can sell the wood.'

She cut the tree and she sold the wood. Malak was happy.

Next year, Sara's mango tree grew bigger and bigger. It gave Sara more mangoes.

Malak looked out of the window. There was no mango tree. She had no mangoes and no more wood.

'Don't worry,' said Sara. 'Plant this mango seed, and it will grow into a big tree.'

3 Read again and answer the questions

- Why does Malak cut down the mango tree?
- What are the disadvantages of cutting down the mango tree?
- What do you think about Malak's decision? Was it a good or a bad decision?
- Would you cut the mango tree?



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Answers:

Yes, it is renewable, because the seed grow again, but it will take a long while to grow.

3 Read again and answer the questions

- Read the questions aloud with the class.
- Ask students to read the story again and answer the questions.
- Monitor and help as needed. Encourage students to think and write as much as they can.
- Go through the answers as a class, eliciting opinions from all and making sure quiet students get a chance to speak.

Answers:

- She cuts it down because she can sell the wood and make money.
- Malak has no more mangoes and there's no beautiful tree.
- Suggested answer: I think it was a bad decision because she has no more mangoes.
- No, I wouldn't.

- 4 Work with a partner. Make a list of everything you used today that uses electricity

- 5 We make electricity from energy sources. Match the energy sources to the pictures

- 1 oil ☐ 2 wave energy ☐
3 coal ☐ 4 solar energy ☐
5 wind energy ☐ 6 gas ☐



- 6 Write each energy source in the table

Renewable: can grow again or never run out

Renewable	Non-renewable

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Answers:

1b 2d 3e 4c 5a 6f

6 Write each energy source in the table

- Draw students' attention to the table. Remind them what renewable and non-renewable means.
- Tell students to work individually and put the energy source in the correct column.
- Monitor and help as necessary. Students can compare their answers with a different partner.
- Elicit responses and check all have understood the difference between renewable and non-renewable sources.

Answers:

Renewable: wave energy, solar energy, wind energy
Non-renewable: oil, coal, gas

STUDENT'S BOOK

page 119

4 Work with a partner. Make a list of everything you used today that uses electricity

- Put students in pairs who will support each other.
- Read the instructions and ask students to think about their whole day, from getting up this morning to the present moment. They then make a list.
- Monitor as they work and help as necessary.
- Bring the class together and ask students to add up how many items they have on their list. Who has the most? Who has the least?

Students' own answers

5 We make electricity from energy sources. Match the energy sources to the pictures

- Ask students to look at the pictures. What do they show? Ask *Are they all energy sources?* (Yes.)
- Ask students to match the pictures to the energy sources individually and to check their answers in pairs.
- Monitor as they work and help as necessary.
- Ask fast finishers to say which energy sources they use at home.

7 Look and read. What non-renewable and renewable resources does the article talk about?

- 1 Have students look at the pictures. What do they think the text is about? (energy sources.)
- 2 Ask students to read the first paragraph only and elicit first which are non-renewable resources (coal, gas and oil).
- 3 Then tell students to read the rest of the text and find the renewable resources the article mentions (wind, water, sun).
- 4 Monitor and help as needed.
- 5 Elicit answers as a class.

Answers:

Non-renewable: oil, coal, gas

Renewable: Wind energy, water (wave energy), sun (solar energy)

8 Read again and discuss

- 1 Ask students to read the text again and concentrate on the second paragraph so they can answer question 1. Tell students to do this in pairs. Encourage pairs to discuss the questions and give an opinion.
- 2 Explain the answer to the second question isn't in the text and requires their opinion. Ask students to think about what Egypt has (the sun and sea/open spaces that are windy, like the Western Desert).
- 3 Read the last question and give students a moment to discuss in their pairs. Then bring the class together and elicit answers. Explain that the electricity is the same no matter what the source is.

Answers:

1 We can't make more (so they run out) and they cause pollution.

2 Yes, it is (we have a lot of sun, wind and water/wave power).

3 Suggested: No, it isn't. It is the same.

7 Look and read. What non-renewable and renewable resources does the article talk about?

Different energy resources

We are using more and more electricity. We can make electricity from many different energy resources. Today, 80% of electricity comes from non-renewable resources. These are coal, gas, and oil.

Why is that a problem?

We take coal, oil, and gas from the Earth, but we cannot make more. When we burn non-renewable resources to make electricity, we also cause pollution.

How can we use renewable resources?

Renewable energy sources are everywhere. We can make electricity from wind, water, and the sun. We do not need to burn these resources, so there is no pollution.

To make electricity from renewable energy sources, we need new solar farms and wind farms. A solar farm needs a lot of sunshine. A wind farm needs a big space. To make wave energy, you need the sea.



8 Read again and discuss

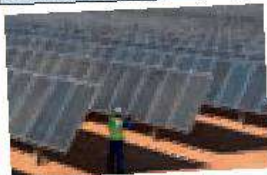
- 1 What are the problems with coal, oil, and gas?
- 2 Is Egypt a good place to find renewable energy sources? Why?
- 3 Do you think the electricity from renewable sources and non-renewable sources is different?

9 Read and find out about these two renewable energy projects. Complete the fact file for Ras Ghareb Wind Farm

Energy project fact file

Benban Solar Park

Where is it?	Benban, Aswan, Egypt
How old is it?	Opened in 2018
How big is it?	37.2 km ²
How much electricity can it make?	3.8 TWh per year



Ras Ghareb Wind Farm

Where is it?	
How old is it?	
How big is it?	
How much electricity can it make?	

- Which project is newer? _____
- Which project is bigger? _____
- Which project can make more electricity? _____

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Answers:

- Newer: Ras Ghareb – opened in 2019.
- Bigger: Ras Ghareb – about 70 km².
- Produces more electricity: Benban solar park.

Closing

- Explain that in the next lesson, they will read a story about a fisherman.

9 Read and find out about these two renewable energy projects. Complete the fact file for Ras Ghareb Wind Farm

- Direct students to the photos. Ask what sort of renewable energy are the fact files about (solar/sun and wind).
- Ask students to read the fact file on Benban Solar Park. Explain they need to fill in the Ras Ghareb fact file with the same sort of information.
- Put students in pairs or small groups to look up the information on the internet or EKB or any other resource.
- Monitor and assist as need, while students find the information and fill in the fact file.
- Then direct attention to the comparison questions at the bottom of the page. Students read the first fact file again and compare the facts with those they found about Ras Ghareb.
- Monitor and make sure everyone has the same or very similar results for comparison.
- Elicit answers to the comparison questions and give praise for good research work.

LESSON 4

pages 122-125

Objectives:	To read and understand a story about a fisherman To distinguish and pronounce short vowel sounds To learn about words with the prefix <i>dis-</i> To know about prime numbers
Vocabulary:	<i>disappointed, engine, prefix</i>
Language:	The present simple <i>There's an old fisherman in my village.</i> The past simple <i>One day, he was in front of my house.</i>
Materials:	Student's Book pages 122–125 Audio file 1.57

Opener

- Greet each student as they come into class and say *Good morning* or *Good afternoon*.
- Play *Point to the picture* (Games Bank, page 158) to revise the work that people do and different industries in Egypt.

Presentation

- Ask if any students have read any good stories recently. In pairs, instruct students to tell each other.
- Ask students to say what made the story a good one. Was it the people in the story (the characters) or something else?
- Students should discuss in pairs. Monitor and ask pairs to share good responses with the rest of the class.

STUDENT'S BOOK

page 122

1 Skim the story quickly. Who are the main characters?

- Ask students *If you skim the story, do you read every word?* (No.) *Do you pick out the main parts, like names?* (Yes.)
- Direct students to skim the story to find the main characters. Tell them they don't need to read every word.
- Monitor and make sure all can do this.
- Elicit answers from the class.

Answers:

1 the old fisherman, Mom

2 How much do you remember? Answer. Then read and check

- Without re-reading the story, ask students to tell their partner how much they remember about the story.
- Elicit responses from the pairs to make sure everyone can recall something about the story.
- Ask students to read again and answer the questions.
- Monitor and help as needed.
- Go through the questions as a class.

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LESSON 4

1 Skim the story quickly. Who are the main characters?

Fresh fish van

There's an old fisherman in my village. He drives around the village in an old van. He likes his job. He has fun. He shouts, 'Fish! Fresh fish! Come and get your lovely fresh fish.'



One day, he was in front of my house. He couldn't start his van. He was sad and **disappointed**.

My mom saw the man. It was hot in the sun. She wanted to help.

Mom's dad (my grandpa) was a mechanic. He taught her all about cars. She looked at the old van's **engine**.

'It's a very simple problem. I can fix it,' said Mom. The old fisherman was surprised.

Then, we heard the sound of the engine. His van was fixed!

'Thank you,' the fisherman said. He gave Mom ten fresh fish.



2 How much do you remember? Answer. Then read and check

- What does the old man sell?
- Why was the old man sad and disappointed?
- Why do you think the old man was surprised?
- Do you like this story? Explain your answer

Answers:

- He sells fish.
- His van broke down, he couldn't sell his fish (and it was hot).
- Because mom could fix the van.

3 Do you like this story? Explain your answer

- Ask students to give their opinion of the story and say why.
- Get quieter students to share their thoughts and praise all sensible answers.

Students' own answers

**Think!**

The old man changed his opinion. Think. When was the last time you changed your opinion? Why did you change your opinion?

**Look and match**

fish sun ten van

**Read the story again and answer. Use the words in Exercise 4**

- 1 What is hot? _____
- 2 What does the old man drive? _____
- 3 What does the old man sell? _____
- 4 How many fish does the old man give mom? _____

Read and say. Close your book. Can you remember the sentences?

- 1 You can have fun in the sun.
- 2 There's a man in a van.
- 3 He sells fresh fish from the window.
- 4 There are ten men standing on one leg.

123

5 Read the story again and answer. Use the words in Exercise 4

- 1 Read the rubric as a class.
- 2 Ask students to answer the questions in pairs.
- 3 Monitor and help as needed. Then elicit answers from the class, asking less confident students (as this is an easier exercise).

Answers:

1 sun 2 van 3 fish 4 ten

6 Read and say. Close your book. Can you remember the sentences?

- 1 Explain that exercise 6 is a fun activity to practice using short vowels in words and sentences. Read the question as a class.
- 2 Tell students to read and say the sentences. Ask them to say them as quickly as they can!
- 3 Now ask students to close their books and try and recall the sentences.
- 4 Monitor and praise all genuine effort

STUDENT'S BOOK

page 123

**Think!**

- 1 Explain the meaning of *opinion*.
- 2 Read the questions. Ask students if they have ever thought something and then changed their minds.
- 3 Elicit responses and share some of them with the class. Praise thoughtful answers.

Students' own answers**4 Look and match**

- 1 Ask students to look at the pictures. Ask *Are these words from the story?* (Yes)
- 2 Read the instructions and ask them to write the word under the picture.
- 3 Students should then write the words and check answers in pairs. Bring the class together to make sure all got the correct answers.

Answers:

1 sun 2 ten 3 fish 4 van

7 Find more words in the text with the same sound

- 1 Read the words in the table and ask students to repeat them with you.
- 2 Put students in pairs and encourage them to find other words with the same short vowel in the text.
- 3 Monitor and assist as needed.
- 4 Go through the answers as a class.

Answers:

sun	van	fish	ten
fun lovely front	fisherman has and can	fisherman village his disappointed it mechanic engine fix(ed)	fresh get mechanic engine very then

8 Can you add more words to the table?

- 1 In their pairs ask students to think of other words they know with the same sounds and add them to the table.
- 2 You could make a small competition to see which pair can add the most words.
- 3 Monitor and assist as needed.
- 4 Go over answers as a class.

Students' own answers

9 Look and write. Complete the sentences

- 1 Explain one way of making words negative is to add *dis-* at the beginning of the word. Read the box and explain that *dis-* is a prefix.
- 2 Ask students to look at the pictures and then at the word box.
- 3 Read the gapped sentences as a class.
- 4 Ask students to look and choose the correct words to complete each sentence.
- 5 Monitor and help as needed. They can check their answers in the next activity.

10 [audio 1.57] Listen and check

- 1 Play the audio.
- 2 Tell students to listen and check their answers.

Audioscript

- 1 The boy is disappointed. He didn't pass the test.
- 2 She dislikes ice cream.
- 3 These friends disagree.
- 4 I'm sorry because I disobeyed my mom.
- 5 The rabbit disappeared from the hat.

7 Find more words in the text with the same sound

sun	van	fish	ten

8 Can you add more words to the table?

9 Look and write. Complete the sentences

The prefix 'dis' means 'not'.

disagree disappeared disappointed dislikes disobeyed



The boy is _____. He didn't pass the test.

She _____ ice cream.

These friends _____.



I'm sorry because I _____ my mom.



The rabbit _____ from the hat.

10 Listen and check

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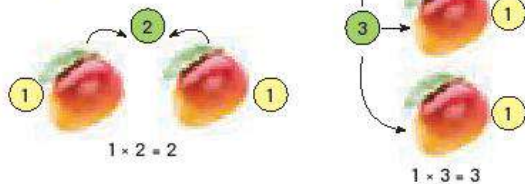
Answers:

- 1 disappointed
- 2 dislikes
- 3 disagree
- 4 disobeyed
- 5 disappeared

CLIL: MATH

Prime numbers

1 Look and read



A prime number is a number you can divide only by itself and 1, e.g. 2, 3, 5, etc.

2 Circle the prime numbers

10 12 3 89 43
5 9 37 4 13

3 Add these numbers. If the answer is a prime number write it in red

- 1 $6 + 7 =$ _____
- 2 $37 + 20 =$ _____
- 3 $70 + 9 =$ _____
- 4 $40 + 4 =$ _____



Find out

The smallest prime numbers are: 2, 3, 5, 7, 11, 13, 17, 19, 23 and 29.

Is number 1 a prime number or not?

125

Answers:

3, 89, 43, 5, 37, 13

3 Add these numbers. If the answer is a prime number write it in red.

- 1 Students can complete the task in pairs or small groups.
- 2 Do the first one together as an example. Elicit the answer (13), then ask them if this is a prime number (yes).
- 3 Encourage students to do the same with the remaining sums.
- 4 Monitor and help as needed.
- 5 Go through the answers as a class.

Answers:

1 13 (prime)
 2 57 (not prime as 57 can be divided by 19 and 3)
 3 79 (prime)
 4 44 (not prime as 44 can be divided by 22, 2, 11 and 4)



Find out

- 1 Read the list of the smallest prime numbers.
- 2 Now read the question and encourage students to research the answer.
- 3 Check their answer as a class.

Answers:

1 is not a prime number. A prime number must be able to be divided by 1 AND itself, ie two distinct factors. So, all prime numbers are greater than 1.

STUDENT'S BOOK

page 125

1 Look and read

- 1 Ask students to look at the pictures. How many mangoes can they see?
- 2 Read the math sums as a class (one times two is two, one times three is three). Then read the definition of a prime number.
- 3 Explain that in the sums, both answers (2 and 3) are prime numbers, because you can only divide 2 and 3 by themselves or 1.

2 Circle the prime numbers

- 1 Students can complete the task in pairs or small groups.
- 2 Do the first one together as an example. Focus on 10 and ask if the number 10 can be divided by itself (yes). *Can it be divided by any other numbers?* (Yes.) Ask which numbers (2 and 5). So 10 is not a prime number.
- 3 Encourage students to do the same with the other numbers.
- 4 Monitor and help as needed.
- 5 Go through the answers as a class.
- 6 If students find this task difficult, focus on each number and show them which numbers it can be divided by if it is not a prime number.

Closing

- Praise students for their work on prime numbers.
- Explain that in the next lesson, they will read about being a teacher.
- Ask them to think about jobs that they would like to do for the next lesson.

LESSON 5

pages 126-127

Objectives:	To understand a persuasive text about a job To review jobs and their advantages and disadvantages
Language:	The present simple <i>For a teacher, every day is different. I want to fix things.</i>
Materials:	Student's Book pages 126-127

Opener

- Ask students if they can remember which two jobs they chose in Unit 5, when they listed the pros and cons. Let them look back at this to refresh their memories if needed.
- Tell the class they are now going to read about being a teacher.

STUDENT'S BOOK

page 126

1 Think and answer

- Ask students if anyone chose a teacher as their job in Unit 5. Ask students to tell their partner if they wanted to be a teacher and say why or why not.
- Ask students if they can think of good and bad things about being a teacher.
- Encourage students to discuss in pairs. Monitor and note any good reasoning.
- Bring the class together and elicit some responses.
- Ask students if they think any of these things will be mentioned in the text.
- Students then read the text to check their answers.

Students' own answers

2 Think and answer

- Ask students to skim the text to find the three reasons the writer wants to be a teacher. Tell students to write the three reasons.
- Now ask students to read the text carefully to find the next answer. Ask them to think about why the writer wrote the text and write the answer.
- Check their answers as a class.

Answers:

- Every day is different. A teacher learns new things every day. A teacher can change a student's life.
- To tell us that teaching is a great job.
- Yes, teachers have to think quickly. It is not an easy job. Teachers have to be patient and work hard.

UNIT 6 LESSON 5

1 Think and answer

- Do you want to be a teacher? Why?
- What are the good and bad things about being a teacher?

Is teaching the best job in the world?

When people ask me, 'What do you want to do?' I answer: 'I want to be a teacher. For me, it's the best job in the world.'

For a teacher, every day is different. Students always ask **surprising** questions. Teachers need to think quickly. They need to **encourage** their students. They need to be very patient. They work for many hours every day. It's hard work, but it's exciting. A teacher can change their students' lives.

A good teacher is always ready to learn. Teachers teach their students, but students also teach their teachers. Everyone in the class knows different things.

Every adult remembers a special teacher. Ask your parents. Did they have a favorite teacher? Why was that teacher special?



2 Think and answer

- Why does the writer want to be a teacher? Write three reasons.

- Why did the writer write this essay?

- Is being a teacher a hard job? Why?

3 Think of a job you want to do. Complete the table

UNIT
6

Reasons why I want to be a	Difficult things about being a

4 Work with a partner. Discuss

Explain to your partner the reasons why you want to be a _____.

Can your partner give you more ideas?

Can you help your partner with their table?



I want to be an electrician. I want to fix things. I like helping people and I think electricity is interesting, but it can be dangerous!



Find out

Why did your teacher become a teacher?

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- 3 Encourage pairs to think and help give their partner additional ideas (particularly if they have found completing the table quite hard).
- 4 Monitor and assist, making sure all the pairs are on task and supporting each other.
- 5 Go through the answers as a class.

Students' own answers



Find out

- 1 Bring the class together again and ask everyone to think of a question to ask you about being a teacher.
- 2 Make sure everyone listens to all the questions and answers.
- 3 Ask a confident pupil to be a 'scribe' and write some of the answers on the board.

Students' own answers

Closing

- Ask students to think about the job they would like to do. Ask if their opinion has changed once they thought about difficult aspects of it, or if it makes the job more interesting and challenging. Give praise for thoughtful answers.

STUDENT'S BOOK

page 127

3 Think of a job you want to do. Complete the table

- 1 Ask students to think about a job they would really like to do.
- 2 Ask students to think in pairs about the reasons they want to do the job they chose.
- 3 Then ask students to think about any difficult things about the job they want to do. Point out it might be easy to think of reasons they want to do the job but they might have to think a bit harder about difficult things about the job.
- 4 Students should then complete the table individually.
- 5 Monitor and help as needed. Look at answers as you monitor and note those who need a little help with the task. Put them with a confident partner for Exercise 4.

Students' own answers

4 Work with a partner. Discuss

- 1 Read the rubric and questions and put students in different pairs to Exercise 3.
- 2 Model the speech bubble so students know the sorts of things to discuss.

LESSON 6

pages 128-129

Objectives: To read and understand a poster about respect
To produce their own poster on respect
To revise language learned in Unit 6
To do a self-assessment of their progress

Vocabulary: *show respect*

Materials: Student's Book pages 128-129
Pictures or drawing materials for the poster

Opener

- Revise job vocabulary from Unit 4. This could be a game of Snap with job words and photos.
- Review the names of jobs in which people help us (doctor, teacher, mechanic, etc.).

STUDENT'S BOOK

page 128

1 Do some research. What is 'respect'?

- Students can use the internet, the EKB, or any other resource to do research on respect and what it means.
- Once students have done some research, make the concept more practical and concrete by relating it to the people around us. Ask *Which people do we show respect to at school?* Elicit answers.
- Ask *How do we show respect? Are we rude? (No.) Are we polite? (Yes.)* Elicit responses on how we show respect. This might be always saying good morning to the caretaker of the building where you live. Give some ideas like this to get students started if needed.

2 Read the poster. Do you agree or disagree?

- Direct students to the pictures and ask students what they think the poster is about (respect).
- Read the poster captions as a class and in pairs.
- Ask students to read the poster in their pairs and say if they agree or disagree with each point. They should give reasons for their opinions.
- Monitor and help as needed. Make sure all students are justifying their opinions.
- Elicit some opinions to give some ideas and write them on the board if appropriate.

Students' own answers

3 Now make your own 'respect' poster. Draw or find pictures for your poster

- Remind students to think about all kinds of people, not just the people who help us.
- Instruct students to make their posters and use photos or draw pictures to illustrate them.
- Encourage students to make posters easy to read and eye-catching.
- Monitor and help as needed.

LESSON 6

1 Do some research. What is 'respect'?

Think. How do we **show respect** to the people around us?

2 Read the poster. Do you agree or disagree?



I respect the cleaner.
I don't throw litter.



I respect the teacher.
I listen to him carefully.

I show respect to the people around me.

I respect the bus driver. I say
thank you when I get off the bus.



I respect the dentist.
I listen to her advice.



When you show respect, you are kind and polite. You talk to someone in the same way you want them to talk to you.

We show everyone respect. We show respect to younger people. We show respect to older people. We show respect to men and women. We show respect to rich and poor people.

3 Now make your own 'respect' poster. Draw or find pictures for your poster

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- Make a classroom display or a display in another part of the school for visitors to see.

Students' own answers

SELF-ASSESSMENT

UNIT
6

4 In which industries do these people work?



fishing

5 Read and match

economy industry salary

- 1 The money you are paid for the work you do: _____
- 2 A group of businesses that work together. _____
- 3 How a country makes and uses money. _____

6 What do these people do? Read and complete

- 1 Mechanics _____ cars.
- 2 Dentists _____ teeth.
- 3 Builders _____ houses.
- 4 Garbage collectors _____ garbage.
- 5 Mail carriers _____ the mail.

7 Think about Unit 6

Write two things you enjoyed. Write two things you learned.

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Answers:

- 1 salary 2 industry 3 economy

6 What do these people do? Read and complete

- 1 Read the instructions and get students to fill in the missing words.
- 2 Students should do this individually.
- 3 Go over the answers as a class.

Answers:

- 1 fix 2 look after/fix 3 build
4 collect 5 deliver

7 Think about Unit 6.

- 1 Encourage students to look back over the unit and think about what they enjoyed.
- 2 Monitor and help with any spellings etc. Encourage students to write full sentences and give details. Give praise.
- 3 Repeat the procedure for what students have learned from the lesson.

Students' own answers

Closing

- Give praise for participation in the lessons.
- Explain that they will next review what they have learned in the previous units.

STUDENT'S BOOK

page 129

Self-Assessment

4 In which industries do these people work?

- 1 Ask students to think back to Lesson 1 and the industries people work in.
- 2 Elicit any examples. Ask *Can anyone remember what job the old man in the story did?* (He was a fisherman.)
- 3 Go over the example. Tell students to write the industry for each photo.
- 4 Go over answers as a class.

Answers:

- 1 fishing 2 tourism 3 mining
4 education 5 energy 6 farming

5 Read and match

- 1 Ask students to read the words in the box and match the correct words to the sentences.
- 2 Let students do this for themselves (so you know what they can do and how much they have understood of the unit).
- 3 Go over the answers as a class.

LESSON 1

pages 130-131

Objectives: To revise the vocabulary and language from Units 4-6

Vocabulary: buildings and places: *apartment, hospital, post office, school, shopping mall, supermarket, tent*
electricity and energy: *lightning, socket, solar energy, wind energy*
jobs: *builder, bus driver, electrician, garbage collector, mail carrier, mechanic, plumber*
places in a house: *balcony, bathroom, bedroom, kitchen, living room*
prepositions of place: *above, behind, between, in, in front of, next to, on, under*
verbs: *build, drive, fix*

Language: *Where's the hospital? The hospital is next to the school.
Turn right. Go straight ahead. It's on the corner.*

Materials: Student's Book pages 130-131
Audio files 1.58-1.59

Opener

- Play *Word whispers* (see Games Bank page 159) with the words from Units 4-6.
- Play *Memory 2* (see Games Bank page 157) with the words from Units 4-6.

Presentation

- 1 Brainstorm the words for jobs that they know and put these on the board.
- 2 Ask students to describe a job without saying the word, e.g. *This is someone who grows food to sell to supermarkets and stores* (answer: a farmer). The other students have to guess what the word is.
- 3 Circulate and give help where necessary.
- 4 At the end, have students give a few descriptions to the whole class and the others guess the words.
- 5 Review/remind students about pronunciation where necessary.

STUDENT'S BOOK

page 130

1 Read and play the memory game

- 1 Ask students to draw the table in their notebook. Tell them it can be very simple, and doesn't need to be very accurate.
- 2 Ask students to look at the pictures for a minute. Set a timer and time a minute.
- 3 Tell students to close their books.

REVIEW 2

LESSON 1

1 Read and play a memory game

- 1 Draw the table in your notebook.
- 2 Look at the pictures for one minute.
- 3 Close your books.
- 4 Write or draw as many of the words as you can.
- 5 Check with your partner.



2

Now write the words

3

Listen and point

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- 4 Students should draw or write as many words as they can. Monitor and check that everyone knows what to do.
- 5 Students can check answers with a partner.

Students' own answers

2 Now write the words

- 1 Ask students to look again at the pictures.
- 2 Ask them to write the words under the pictures.
- 3 Monitor and offer help as necessary. Students can check their answers in the next activity.

3 [audio 1.58] Listen and point

- 1 Ask students to listen to the audio and point to the pictures as they hear them. Note that they are in the same order as they appear on the page.
- 2 Play the audio and students should listen, look and point.
- 3 Play once more for students to check if needed.
- 4 Ask students to say the words for each picture.

Audioscript

1 kitchen	2 builder	3 tent
4 garbage collector	5 bedroom	6 plumber
7 socket	8 lightning	9 living room
10 balcony	11 mechanic	12 bathroom
13 solar energy	14 apartment	15 wind energy

(Inclusive Techniques Review 2, refer to page xiii)

4 Look and correct the sentences



- 1 The hospital is between the school.
- 2 The school is next to the museum.
- 3 The park is under the shopping mall.
- 4 The supermarket is behind the school.

5 Now write three more sentences about the map

- 1 _____
- 2 _____
- 3 _____

6 Listen. Write the start and finish

- 1 Start: Green Street Finish: _____
- 2 Start: _____ Finish: office
- 3 Start: _____ Finish: _____

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6 [audio 1.59] Listen. Write the start and finish

- 1 Play the audio for the example. Focus on the starting point, Green Street. Ask students to listen carefully to the directions and to write the finish point. If they find this difficult, draw the map on the board and show them the directions on the map from Green Street to the hospital.
- 2 Play the recording for number 2. This time, they have to write the Start point. Play the recording more than once if necessary. Again, if students find this difficult, plot the route on the board.
- 3 Repeat for number 3. This time, students have to write both the start and finish points.
- 4 Check their answers as a class. Praise all correct answers.

Audioscript

- 1 Go straight ahead. Turn right, go past the school. It's on the right.
- 2 Go straight ahead, keep going. Go past the post office. It's on the left.
- 3 Walk past the post office and turn right. The entrance is on the left, on Green Street.

Answers:

- | | |
|-------------------------------|------------------|
| 1 start: Green Street | Finish: Hospital |
| 2 start: Hospital/Supermarket | Finish: Office |
| 3 start: Office/Museum | Finish: School |

Extra practice

- 1 Students can work in pairs. They can take turns to ask for directions to different places on the map, giving their start point.

Closing

- Praise students for their work. Tell students that in the next lesson, they will look at some other jobs and the tools needed in them.

STUDENT'S BOOK

page 131

4 Look and correct the sentences

- 1 Ask students to read the sentences and look at the map.
- 2 Tell students to correct the sentences. Monitor and help as needed.
- 3 Go through the answers as a class.

Answers:

- 1 The hospital is **next to** the school.
- 2 The school is next to the **hospital**.
- 3 The park is **opposite/behind** the shopping mall.
- 4 The supermarket is **opposite** the school.

5 Now write three more sentences about the map

- 1 Ask students to look at the map again and write three more sentences.
- 2 Monitor and help as needed.
- 3 Go through the answers as a class, encouraging quieter students to answer. Check they are using the prepositions of place correctly.

Students' own answers

LESSON 2

pages 132-133

Objectives: To revise the vocabulary and language from units 4-6

Language: The present continuous
The mechanic is fixing the car.
this/that/these/those
This is a screwdriver. That is my tape measure. These are our tools. Those are my tools.
 The past simple
In the past we used gas and oil to make electricity.
 The present simple
Our modern world needs a lot of electricity.

Materials: Student's Book pages 132-133
 Audio file 1.60

Opener

- Play *Sorting* (Games Bank, page 158) with the categories *jobs and tools*.

STUDENT'S BOOK

page 132

1 Look at the picture and answer the questions

- Direct attention to the photos.
- Read the questions aloud with the class. Students follow.
- Ask students to read again and write what each person is doing in the photos.
- Circulate and check all can do this and help as needed.

Suggested answers:

- 1 He is fixing a car.
- 2 He is delivering the mail.
- 3 He is fixing a socket.
- 4 She is driving a taxi.

2 Look and complete

- Ask students if they remember how to use *this/that is, these/those are*.
- Ask students to look at the diagram and fill in the spaces at the bottom. Remind them to read it all carefully before they fill it in.
- Monitor and help as needed.
- Go over the answers as a class.

Answers:

This is These are That is Those are

LESSON 2

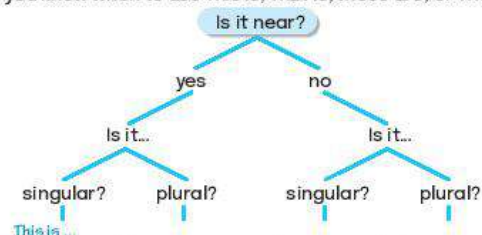
1 Look at the picture and answer the questions



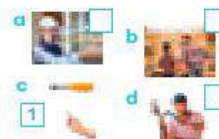
- 1 What's the mechanic doing?
- 2 What's the mail carrier doing?
- 3 What's the electrician doing?
- 4 What's the driver doing?

2 Look and complete

Do you know when to use *This is*, *That is*, *these are*, or *Those are*?

3 Match the sentences to the picture. Then write *this is*, *that is*, *these are*, or *those are*

- 1 _____ a screwdriver.
- 2 _____ my tape measure.
- 3 _____ our tools.
- 4 _____ my tools.



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3 Match the sentences to the picture. Then write *this is*, *that is*, *these are* or *those are*

- 1 Read the rubric as a class and ask students to look at the pictures. Ask them to match them to the sentences in pairs.
- 2 Ask students to read the ends of the sentences and write the correct form to complete the sentence. They can do this individually.
- 3 Monitor and help, giving praise.
- 4 Go over answers as a class.

Answers:

- 1c That is a screwdriver.
- 2a This is my tape measure.
- 3b Those are our tools.
- 4d These are my tools.

Extra practice

- 1 Practice *this/that is, these/those are* with a game. Ask students to collect together some familiar classroom objects (pens, pencils, pencil case, books, bags, etc.) and make sentences using these words.
- 2 Divide the class in two and have a competition. The side who can make the most correct sentences wins.

- 4 Look at the information. Write one short pros paragraph and one short cons paragraph

pros of solar panels	cons of solar panels
good for the environment	only works during the day
can use it for many years	making panels causes pollution
Egypt has a lot of sun!	expensive to make

Our modern world needs a lot of electricity. In the past we used oil, gas, and coal to make electricity. But now we are using more and more solar power.

On the one hand...

On the other hand...



PRONUNCIATION

- 5 Underline the stressed syllables in these jobs

- 1 doctor 2 plumber 3 builder
4 driver 5 teacher 6 mechanic

- 6 Listen and check

- 7 Point and say. Then write these words



133

STUDENT'S BOOK

page 133

- 4 Look at the information. Write one short pros paragraph and one short cons paragraph

- Look at the picture. Ask *What is it?* (a solar panel)
- Read the rubric as a class and ask students to read the table of pros and cons.
- Read the beginning of the paragraph and ask students to write one short pros and one short cons paragraph, to complete the phrases *On the one hand/On the other hand*...
- Monitor and encourage fast finishers to check their spelling.
- Check answers as a class.

Suggested answers:

On the one hand, solar panels are good for the environment and you can use them for many years. Also, Egypt has a lot of sun!
On the other hand, solar panels only work during the day, making panels causes pollution and they are expensive to make.

- 5 Underline the stressed syllables in these jobs

- Tell students to look at and say the words.
- Ask students if they can underline the main stress in these words for jobs. Tell them they might need to say the words a few times.
- Monitor but let students work independently. They can check their answers in the next activity.

- 6 [audio 1.60] Listen and check

- Play the audio while students listen and check.
- Then ask students to say the words. Check they say them using the correct stressed syllables.

Audioscript

- 1 doctor
2 plumber
3 builder
4 driver
5 teacher
6 mechanic

Answers:

- 1 doctor
2 plumber
3 builder
4 driver
5 teacher
6 mechanic

- 7 Point and say. Then write these words

- Ask students to look at the pictures and point and say the words.
- Then ask students to write the words.
- Monitor but let students do the task individually so you know who needs more practice.
- Go through the answers as a class. Instruct students to say each word. Check that they are using the correct pronunciation of *f* and *v*.

Answers:

- 1 fish 2 fan 3 cave 4 van

Closing

- Tell students that in the next lesson, they will be making a model windmill.
- Ask students to do some research about how windmills work and to bring this information to the next lesson.

LESSON 3

pages 134-135

Objectives:	To revise the vocabulary and language from units 4-6 To make a windmill and give a presentation about how it works To self-evaluate progress made in units 4-6
Vocabulary:	<i>windmill</i>
Language:	Present simple for facts <i>The wind moves the windmill.</i>
Materials:	Students Book pages 134-135 Materials for making a windmill (as listed in the Student's Book)

Opener

- Tell students you are going to name a type of energy. They have to say if it is renewable or non-renewable, e.g. *wind energy* (renewable), *solar energy* (renewable), *oil* (non-renewable), *gas* (non-renewable).
- Now ask students to tell you what they found out about windmills at home. *Do windmills use renewable or non-renewable energy? (They use renewable wind energy.)*

STUDENT'S BOOK

page 134

PRESENTATION

1 Can you make a simple windmill? Look, read, and make

- Ask students to look at the pictures. What do all the different items make? (A windmill.)
- Tell students they are going to make a windmill and go over the items needed.
- Distribute materials and make sure everyone knows what they have to do.
- Monitor and help as needed with construction. Direct fast finishers to help others.

2 Present your windmill

- Read the task in Exercise 2 as a class.
- Encourage students to talk in pairs or small groups about how the windmills work, like the example.
- Encourage students to listen to each other and let everyone in the group speak.
- Make sure everyone in the group contributes and gets a say. Then encourage students to suggest improvements. Remind them to be respectful and constructive.
- Praise students for good co-operation and group work.

Students' own answers

PRESENTATION

1 Can you make a simple windmill? Look, read, and make

You need:



wooden skewer



straws



tape



piece of cardboard



cardboard tube



scissors

2 Present your windmill

Explain how it works.

Get ideas from your classmates.

How can you make your windmill better?



This is our windmill.

The wind moves the windmill.



SELF-ASSESSMENT

Now I can...

1 talk about parts of a house and different kinds of houses



2 talk about workers in my community



3 talk about different industries



4 say these sounds

f fish, fan
v van, cave
sun
van
fish
ten

5 understand word stress in two-syllable nouns

teacher, doctor, dentist

6 discriminate between short vowels: ten, tin



135

Answers:

- 1 balcony, dining room, kitchen, bedroom, bathroom, living room, house, houseboat, cave, tent, apartment
- 2 electrician, plumber, mail carrier, mechanic, builder, garbage collector, bus driver
- 3 fishing, farming, tourism, mining, energy (wind and solar power), education (teaching)
- 4 Students' own answers
- 5 teacher, doctor, dentist
- 6 Students' own answers

Closing

- Praise the students for their progress in these units.
- Tell students that in the next lesson, they are going to do a project about jobs. Ask students to think about which job they want to do for the next lesson.

STUDENT'S BOOK

page 135

Self-Assessment

- 1 Explain that the self-assessment is not a test and that it helps you see what they understand, and what they need more help with.
- 2 Students should work through the exercises, ticking the pictures that they can name and the sounds that they can say.
- 3 Conduct open class feedback, asking students to name the pictures. Ask students which they found easy to remember and which they found difficult.
- 4 Drill the sounds and words in Exercises 4, 5 and 6.
- 5 Put students in pairs and ask them to think of two more examples of each sound.
- 6 Share examples with the whole class. Accept any reasonable answers.

LESSON 4

pages 136-137

TERM 1 PROJECT

Objectives: To revise the vocabulary and language from units 4-6
To present reasons for doing a job
To write a message to yourself in the future

Language: The present simple
I want to be a geologist.
The future with *will*:
I will work in a hospital.

Materials: Student's book pages 136-137

Opener

- Ask some students *What job do you want to do when you're older?* Write their suggestions on the board.
- Ask the class if they can think of any pros and cons to doing the jobs on the board.

STUDENT'S BOOK

page 136

1 Read and think about the project

- Read the text and explain that in this lesson, they are going to plan this message to themselves before they write it.
- Make sure that students understand the task and answer any questions.

2 Think about what you know and what you enjoy. Complete the diagram

- Ask students to look at the diagram. Read the rubric and labels as a class.
- Ask students to think carefully about what they are good at and what they enjoy doing, as well as the industries they are interested in.
- Tell students to complete the diagram in groups. Students who finish quickly can discuss their diagram and add to it.
- Circulate and give help if necessary.

Students' own answers

3 Read, think, and complete

- Ask students to read the table on their own.
- Read through the questions as a class and make sure everyone knows what to do.
- Tell students to fill in the table for themselves. Those who finish quickly can compare notes and review each other's work for any additions or amendments.
- Circulate and give help if necessary.
- Check answers as a class.

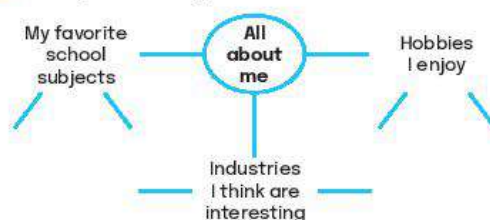
Students' own answers

TERM 1 PROJECT

1 Read and think about the project

Think about what job you want to do when you're older. Think about how it helps the community. Write a message to yourself in the future.

2 Think about what you know and what you enjoy. Complete the diagram



3 Read, think, and complete

What do you want to be?	
What do you need to do this job? Think about:	
• Do you need to go to university?	
• Do you need to practice?	
Where does someone with this job work?	
How does this job help the community?	

4 Work in a group. Present your job

I want
to be a
geologist.



5 Look, write, and complete. Write a message to yourself in the future

Dear _____,

I will work in a _____ I want to be a _____ because _____

I need to _____ to be a good _____.

I will help people _____.

I hope you think your job is interesting.

Lots of love,

Put the letter in an envelope and then put it somewhere safe.
Read it when you're older.

137

Students' own answers

Closing

- Remind students that they've learned a lot and done well.
- Praise them for finishing the review of Units 4 to 6.

STUDENT'S BOOK

page 137

4 Work in a group. Present your job

- 1 Ask students to work in groups and present their job, using the information from the table in Exercise 3.
- 2 Go over the example with the class and then ask the groups to decide on a running order of who should speak first.
- 3 Monitor and help as needed. Remind students they can re-read their notes and practice until it's their turn.
- 4 Give praise, especially to quieter students who presented well.

Students' own answers

5 Look, write, and complete. Write a message to yourself in the future

- 1 Direct attention to the partly completed letter. Ask students to complete it for themselves, using their notes and presentation from the lesson.
- 2 Monitor and help with any spelling as needed.
- 3 You could ask students to read their letters, or take in their work to mark.
- 4 If you take them in to mark, return them and remind students to put them in an envelope so they can read them when they are older!

Story

LESSON 1

pages 138-149

Objectives:	To read and understand a story To enjoy reading in English
Vocabulary:	<i>asleep, decide, find out, load, maize, nature reserve, pipe, program, puzzle, sink, software engineer, tractor</i>
Materials:	Student's Book pages 138-149 Audio file 1.61

Opener

- Welcome students and ask how they are.
- Ask students if they enjoy reading stories, and if so, what their favorite story is
- Then ask what type of stories they like reading.

Presentation

- 1 Show the title page (page 138). Read the title. Point to the two names on the page and explain that they are the author and its illustration. Ask students what they think the story will be about.
- 2 Present the words in the picture dictionary and get students to point and say as you say the words. Ask students if they have been to a nature reserve.
- 3 Explain that they will need these words and some other new words (in bold) to understand the story.

STUDENT'S BOOK

pages 138-149



[audio 1.61] In the Taxi with Uncle Sami

- 1 Ask students to look through the pictures and story. Tell them not to read anything, but just look at the pictures.
- 2 Ask what they think the story will be about. Answer any questions they might have, or tell them their questions will be answered as you read.
- 3 Read the story through, with students following the text.
- 4 Read again, this time with pauses for students to repeat after you.
- 5 Ask students what the story is about.

Suggested answers:

Zein doesn't know what job he wants to do when he's older. He and Zahra go and stay with Uncle Sami who takes them to see the jobs his friends do. Zein finds his perfect job.

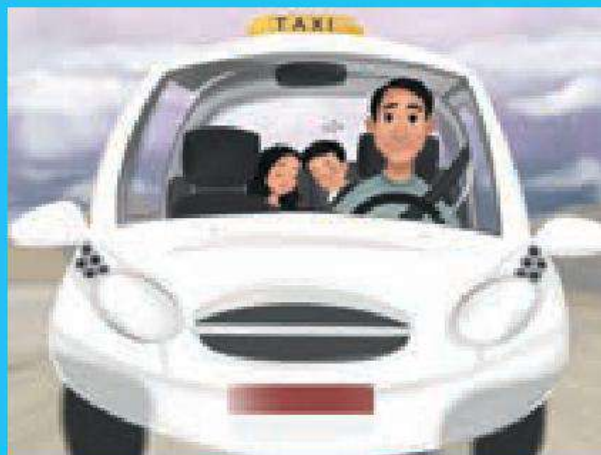
STUDENT'S BOOK

pages 140-149

- 1 Refer students first to pages 140-141. Play the recording. Students listen and read.
- 2 Ask comprehension questions: *What are the family watching?* (a nature program about hippos) *What does Zahra want to be?* (a vet) *Can Zein decide what he wants to be?* (no) *What does Mom suggest?* (To go stay with Uncle Sami and find out about different jobs)
- 3 Then play the recording for pages 142 and 143 aloud. Ask

146

In the Taxi with Uncle Sami



By Susannah Reed
Illustrated by Alice Larsson

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- the following questions: *What does Uncle Sami do?* (He's a taxi driver) *Where does Adel work?* (in a nature reserve) *What do they help Adel with?* (a crocodile) *What is in the crocodile's stomach?* (a plastic bottle) *Does Zein want to be a vet?* (No.)
- 4 Continue with all the pages in the story in this way and with the following questions:
Pages 144-145:
Where do they go next? (a farm)
Which animals do Zein and Zahra feed? (baby goats)
What plants are growing? (maize plants)
What does Zein want to do at the farm? (He wants to drive the tractor)
Pages 146-147:
What is Zahra playing with on the next morning? (her phone)
What do the children try in Faten's office? (new computer games)
Do they have fun? (yes)
Is it easy for Zein to make a puzzle game? (no)
Does Zein want to be a software engineer? (no)
Pages 148-149:
What is Basem fixing in Sameh's apartment? (some pipes under a sink)
What do they find while helping Basem? (a ring)
What job does Zein decide he wants to do? (a taxi driver, like Uncle Sami)
Why? (He goes to many interesting places.)

Audioscript

In the Taxi with Uncle Sami

Narrator: Zahra and Zein are watching a nature program with their parents. It's a very interesting program. It's all about hippos.

TV presenter: Hippos are one of the most dangerous land animals in the world.

Narrator: 'I love animals,' says Zahra. 'I want to be a vet when I'm older.'

'That's a great idea,' says Mom. 'A vet is a very important job. What about you, Zein? Do you want to be a vet?'

'I don't think so,' says Zein.

'What do you want to be, then?' asks Dad.

'A doctor?'

'Or a dentist?' asks Mom.

'I don't know,' says Zein. 'I just can't decide!'

'I know,' says Mom. 'Why don't you both go and stay with Uncle Sami? He has lots of friends. You can find out about their jobs. Then you can decide, Zein.'

'That's a great idea,' says Dad.

Uncle Sami is a taxi driver. On the first day of their visit, he takes the children to see his friend Adel. Adel is a vet. He works in a nature reserve.

'This is Zahra and Zein,' says Uncle Sami. 'Zahra wants to be a vet.'

'Great!' says Adel. 'Come on then. You can both help me with the crocodiles.'

One of the crocodiles has something in its stomach. Adel gives the crocodile some medicine for it to sleep.

'It's asleep now,' Adel says. Then he puts his hand into the crocodile's mouth.

'Look,' says Adel. 'It's a plastic bottle. People shouldn't throw garbage. It's dangerous for the animals.'

'What's the matter, Zein?' asks Zahra.

'I love animals,' says Zein, 'but I don't want to be a vet.'

Uncle Sami drives to a farm.

'Come and meet my friend, Fayez, and his wife Mervat,' he says. 'They look after animals, too. You can help on their farm.'

Fayez: Hi, Sami!

Narrator: First of all, the children help Mervat with the animals. There are some baby goats without mothers. Mervat and Zahra mix some special milk. Zein feeds the babies with a bottle.

Zein: Come on, little goat!

Narrator: Then they help with the maize. The maize plants are growing tall and strong and the maize is nice and yellow. The children pick lots of maize. It's hard work!

The children load the maize onto a tractor.

'Can I drive the tractor?' asks Zein. Fayez laughs.

'No, I'm sorry,' he says.

Zein: It's an awesome tractor!

Narrator: The next morning, Zahra is playing on her phone. Uncle Sami has an idea.

'Do you like computer games, Zein?' he asks.

'Yes,' says Zein. 'Computer games are awesome!'

Uncle Sami's cousin Faten is a software engineer. She designs computer programs. The children go to her office.

'You can try these new games,' says Faten. The children have a lot of fun.

Zein has an idea for a game. It's a puzzle game. He draws some ideas, but it isn't easy. Zein isn't happy with his game.

'Oh dear!' he says, 'I love games and puzzles, but I don't want to be a software engineer.'

'It's OK,' says Uncle Sami. 'Come and meet my friend Basem. He's a plumber.'

'A plumber?' says Zahra.

Basem is in Mr Sameh's apartment. He is fixing some pipes under a sink. The children help him. There are lots of pipes.

'It's like a puzzle!' says Zein.

Basem: What's this?

Narrator: Something falls out of an old pipe. It's a ring.

'That's my wife's ring!' says Mr Sameh.

'Thank you for finding it.'

'You're welcome,' says Basem. 'It's all part of the job.'

That night, Uncle Sami drives the children home in his taxi. They are both happy and tired.

'Do you know what you want to be now, Zein?' asks Dad.

'Yes, I do,' says Zein. 'I want to be like Uncle Sami. He has got the best job. He goes to so many interesting places. I want to be a taxi driver!'

Extra practice

- 1 Put students in groups to practice reading the story to each other

Closing

- Ask students what they enjoyed about the story. Praise all their answers
- Tell students that in the next lesson, they will look at the story again in more detail

Story

LESSON 2

pages 150-151

Objectives: To read and understand a story
To identify characters in a story
To identify the key events and vocabulary in a story

Materials: Student's Book pages 150-151
Audio file 1.62

Opener

- Ask students what they can remember about the story. Can they tell you what happens? Can they tell you the different jobs the children try out? Do they remember the main characters? Do they have a favorite part and can they tell you about it?

Presentation

- Play the audio of the story again, and ask students to read along.

STUDENT'S BOOK

page 150

1 Look and write

- Ask students to look at the pictures. Can they say some of the names of the characters without looking in the word box?
- Once you have elicited some of the characters, ask students to look at the word box and see if they can match all of the names of the characters.
- Tell students to write the names of the characters under their picture. Remind students that they can look back and check who is who and read the story again.
- Check answers as a class.

Answers:

1 Zahra	2 Basem	3 Faten
4 Mom	5 Mervat	6 Adel
7 Uncle Sami	8 Fayez	9 Dad
10 Zein	11 Mr Sameh	

2 Read and write T (True) or F (False)

- Read through the sentences as a class and ask students to say if they are true or false.
- Ask students to complete the exercise in pairs.
- Monitor and go through the answers as a class. Encourage them to correct the false sentences.

Answers:

- F (He is a taxi driver.)
- F (She wants to be a vet.)
- T
- T
- F (He wants to be a taxi driver.)

CHARACTERS

1 Look and write

Adel Basem Faten Fayez Dad Mervat
Mom Mr Sameh Uncle Sami Zahra Zein



2 Read and write T (True) or F (False)

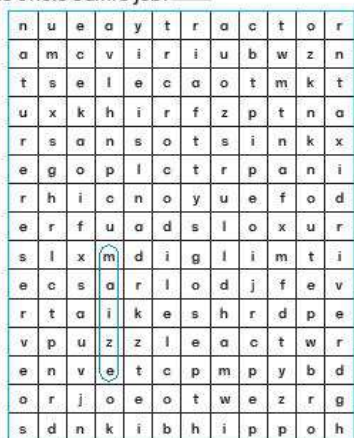
- Uncle Sami is a bus driver. ☐
- Zahra wants to be a software engineer. ☐
- Zein feeds goats on the farm. ☐
- The plumber helps Mr Sameh. ☐
- Zein wants to be a vet. ☐

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VOCABULARY

3 Read, find and write

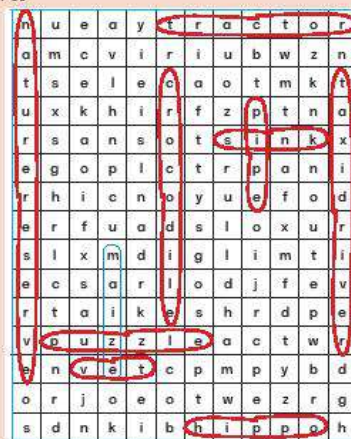
- 1 This is a yellow vegetable. maize
- 2 This is a large machine which a farmer uses. _____
- 3 This is one of the most dangerous animals in the world. _____
- 4 We use this to wash vegetables in the kitchen. _____
- 5 This is a doctor for animals. _____
- 6 This is a place where animals can live safely. _____
- 7 This animal is a big reptile with sharp teeth. _____
- 8 Oil or water can travel in this. _____
- 9 This is a game. You solve a problem to win the game. _____
- 10 This is Uncle Sami's job. _____



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Answers:

- | | | |
|----------------|-----------|------------------|
| 1 maize | 2 tractor | 3 hippo |
| 4 sink | 5 vet | 6 nature reserve |
| 7 crocodile | 8 pipe | 9 puzzle |
| 10 taxi driver | | |



Closing

- Ask students which characters they liked in the story.
- Tell students that in the next lesson, they will do some different tasks based on the story.

3 Read, find and write

- 1 Ask students to look at the pictures by the wordsearch. Then read the first sentence and the example answer. Check they understand the task.
- 2 Tell students to complete the activity in pairs. Check answers as a class.
- 3 Have students look back to the story and find the words and pictures. Ask them to read the parts of the story that accompany the pictures.

Story

LESSON 3

pages 152-153

Objectives: To review the story and check understanding
To put events from a story in order
To examine the characters in a story
To understand the new jobs and language in the story

Materials: Student's Book, pages 152-153

Opener

- Greet the students and ask them how they are feeling.
- Revise the vocabulary from the story, using the picture dictionary from page 139.

Presentation

- 1 Get students to tell what they can remember about Zein and the different jobs he tries.

STUDENT'S BOOK

page 152

1 Look and number

- 1 Ask students to say what is happening in each picture.
- 2 Then ask students to number them in the order that they happen in the story. They can do this in pairs.
- 3 Check their answers as a class. Encourage students to say what else they remember about each scene in the pictures.

Answers:

1f 2e 3a 4c 5b 6d

2 Read and match

- 1 Place students in pairs and ask them to read the sentence halves and match them.
- 2 Monitor and assist as necessary.
- 3 Go through the answers as a class.

Answers:

1d 2a 3e 4c 5f 6b

EVENTS IN THE STORY

1 Look and number



2 Read and match

- | | |
|---------------------------------|------------------------------|
| 1 Zahra wants to be | a what he wants to be. |
| 2 Zein doesn't know | b to be a software engineer. |
| 3 Uncle Sami takes the children | c Mervat with the animals. |
| 4 Zahra and Zein help | d a vet. |
| 5 Zein wants to | e to see his friends. |
| 6 Zein doesn't want | f drive the tractor. |

152

3 Read and complete

farmer plumber software engineer taxi driver vet

- 1 A _____ helps people because he/she can fix problems with sinks, pipes and faucets.
- 2 A _____ helps people because he/she grows food and raises animals.
- 3 A _____ helps people because he/she takes people where they need to go.
- 4 A _____ helps people because he/she looks after their pets and farm animals.
- 5 A _____ helps people because he/she designs computer programs and video games.

4 Read and answer



- 1 What is Adel's job?

- 2 What did Adel find in the crocodile's stomach?

- 3 What can we do to look after animals? Write three ideas.

153

Answers:

- 1 Adel is a vet.
- 2 Adel found a plastic bottle in the crocodile's stomach.
- 3 Students' own answers.

Extra practice

- 1 Put students into groups of four or five and ask them to practice acting out their favorite part of the story. Everyone in the group should have a role. Explain that they will perform their plays in the next lesson.
- 2 Go around the class as the groups practice, and help as necessary.

Closing

- Ask students to summarize the story in a few sentences. Help them to express themselves. Praise their efforts.
- Tell students that in the next lesson, they will do some different tasks based on the story.

STUDENT'S BOOK

page 153

3 Read and complete

- 1 Read the words in the box and point out that these are all words for jobs.
- 2 Then read the first sentence as a class and elicit the answer. (plumber)
- 3 Next, ask the students to complete the sentences in pairs.
- 4 Finally, check answers as a class.

Answers:

- | | | |
|-----------|---------------------|---------------|
| 1 plumber | 2 farmer | 3 taxi driver |
| 4 vet | 5 software engineer | |

4 Read and answer

- 1 Ask students to look back through the part of the story about Adel and then answer the questions. Encourage students to write in full sentences.
- 2 Then, ask the students to check their answers with their partners.
- 3 Check answers as a class.

Story

LESSON 4

pages 154-156

Objectives:	To review the story and check understanding To write about problems and solutions in the story To retell the story (with picture prompts)
Issues:	Choosing a job
Materials:	Student's Book, page 154-156

Opener

- Greet the students and ask them how they are feeling.
- Revise the vocabulary from the story, using the picture dictionary on page 139. Students can sort the words into groups for each character/job in the story.

Presentation

- Ask students to tell the story in their own words.

STUDENT'S BOOK

page 154

1 Ask and answer about the story. Use the words in the box

- Ask students to read the words in the word box. Ask *What kinds of words are they?* (question words)
- Get a pair of confident students to model the question and answer in the speech bubbles and put students in pairs.
- Tell students to ask and answer using the words in the word box and their knowledge of the story.
- Monitor and check answers as you go. Help any pairs who are finding it hard to think of questions by pairing weaker and stronger students together.

Students' own answers

2 Zein and Zahra write an email to their grandma and grandpa. Read and complete the email

- Ask students to look at the gapped email. Read it aloud and have students follow as you read.
- Tell students to complete the email individually, using their knowledge of the story.
- Monitor and help as needed. Note answers as you go and look out for any students who need extra help.
- You could ask fast finishers to write a postcard from the point of view of one of the people the children visited, for extra challenge.

Students' own answers

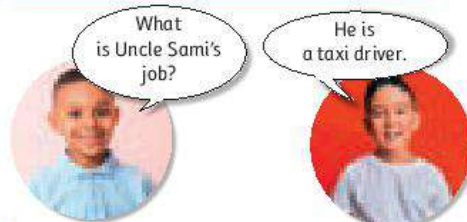
3 Work with a partner. Think and say. What can we learn from the story?

- Put students in pairs and read the rubric with the class.
- Monitor and encourage them to think hard and come up with thoughtful answers.

152

1 Ask and answer about the story. Use the words in the box

How What When Where Why



2 Zein and Zahra write an email to their grandma and grandpa. Read and complete the email.

✉

Hi Grandma and Grandpa,

Last week we visited Uncle Sami. He has lots of friends. We met them and learned about their jobs.

We met _____

We saw _____

We _____

Zahra liked _____

Zein liked _____

It was fun visiting Uncle Sami!

See you soon.

Zein and Zahra

3 Work with a partner. Think and say. What can we learn from the story?

154

- Elicit some of the best answers and encourage quieter students to speak.

Suggested answers:

We can learn that all jobs can be interesting, but they can also be difficult.

- 4 Zein had a problem. What was it? How did he solve it? Look and complete

What was Zein's problem?



What was Mom's idea?



What jobs did Zein and Zahra try?



What is Zein's answer?

155

STUDENT'S BOOK

page 155

4 Zein had a problem. What was it? How did he solve it? Look and complete

- 1 Ask students to look at the story again.
- 2 Read the rubric aloud with the class.
- 3 Then, ask students to read the questions and answer them. They can do this in pairs.
- 4 Monitor and help as needed.
- 5 Check answers as a class.

Suggested answers:

What was Zein's problem? He could not decide what job to do.

What was Mom's idea? The children could visit Uncle Sami's friends, to learn about their jobs.

What jobs did Zein and Zahra try? A vet, a farmer, a software engineer, and a plumber.

What is Zein's answer? He wants to be a taxi driver.

Story

STUDENT'S BOOK

page 156

1 What happens in the story? Look and say

- 1 Read the rubric and put students in pairs. Ask students to look at the pictures.
- 2 Instruct students to look at the pictures and narrate what's happening in the story.
- 3 Tell pairs to take turns telling the story.
- 4 Monitor and help as needed. Check all have understood the story. Note that they should not write anything at this stage. They will do this in the next task.

Students' own answers

2 What happens in the story? Look again and write

- 1 Read the rubric and ask students to write about what they talked about in Exercise 1. Remind them they will have to tell the story quite simply.
- 2 Monitor and help as needed.
- 3 Ask some of the students to read their summaries to the class.
- 4 Give praise to all good work.

Students' own answers

Closing

- Perform the story as a short play in groups, including everyone.
- If you have time, invite parents or other classes to see the plays.

1 What happens in the story? Look and say



2 What happens in the story? Look again and write

Board game

Board games are a great way of having students review vocabulary or grammar points in a fun and integrated way. It's also an excellent opportunity for you to move around the classroom and listen to students while they are working in groups and producing the language. Use the template provided on page 209 and complete it with either pictures of vocabulary learned (could be copied from flash cards) or grammar points, for which students have to produce a sentence. Once you have completed the template, you could color in the pictures or add some of your own. Make large copies of the board game for use in the classroom. Students should find a counter or button to use as their marker, then proceed through the board according to the number on the dice or spinner. When they land on a square they should say the word for the picture or produce a sentence. The other members of the group should decide if they're correct or not. If they're correct they can stay on the square, if they're not, they have to go back 2 squares. Be aware that you may be called on to give the final answer on this, so monitor to see if students need your help. Continue until someone reaches the end of the game and they're declared the winner.

Catch and say (1)

Use this game to practice vocabulary. You can play as a whole group or in pairs or small groups. Choose a set of vocabulary, e.g. *toys*. In pairs, students throw and catch, or roll a ball to each other. Each time they have the ball they say the name of something from the unit and the group or their partner repeats. The student can then either pass the ball back to you to throw or roll to the next student, or to another student who tries to think of a different word.

Catch and say (2)

You could also build the vocabulary set by asking students to repeat all the words they have heard so far and then to add another word each time they have the ball.

Circle it

Use this game to practice letter sounds and numbers and their formation. Draw between two and six different letters (and simple shapes or pictures if students only know one or two letters) on the board. Ask for a student to come to the board and circle and say a letter sound, e.g. the letter *h* (/h/). The student comes to the board and circles the letter *h*. Repeat with other students and letter sounds.

Dominoes

Prepare a domino template for use in class. It can then be reused with any vocabulary. Around 12 different cards for any game is good. See below an example with the past simple. Once you

write in the relevant language, take copies of the cards so you have a set for every two students. Put the students into pairs and hand out a set of cards for each. They can play on their table or on the floor, whichever you think works best for your classroom. Tell them to have the cards face down and place one in the middle face up. They should then deal out 4 cards each, which only they can see. They play the game by fitting a card on either sides of the first card, making sure the verb forms match. If they don't have the correct match they can take another card from the remaining stack. Circulate and check that everyone is playing correctly and offer help as necessary. When one of the students has used up all their cards then they are the winner.

had

eat

ate

is

was

say

said

come

came

have

Don't complete Busy Bee

This is a spelling game. Stand at the board and write up dashes to represent the number of letters in a known word, e.g. for *protein* it would be 7 dashes. Students then suggest letters. If they're correct and form part of the word you start to add them into the word. If students are wrong, you start to build up a drawing of Busy Bee on the board – do it in the following way so that it should take 10 marks to make the complete body:

- 1 the main body as a circle
- 2-5 the arms and legs (each done separately)
- 6-7 the antennae one by one
- 8-10 eyes and mouth (each done separately)

This game practices spelling and also creates a sense of tension as the aim is for you not to produce the complete Busy Bee picture as that means you've won! Once students become more familiar and confident with the game they can think up their own words to be practiced and come up to the board. Do, however, always ask them to tell you the word so you can check the number of dashes and the spelling.

Games bank



Go to the word or letter (1)

Use this game to practice vocabulary or letter sounds. Write words or letter sounds on pieces of paper. Place three or four of the words or letter sounds you are reviewing in different corners of the room. Ask the children to move around the room to music (you could play one of the songs from the unit). When the music stops, the students go to one of the letter sounds or vocabulary items before you count to three. Without looking, say one of the letter sounds or words. The students who are standing next to those words or letter sounds win that round. Play several times, making sure you use every word or letter sound.

Go to the word or letter (2)

You could also play a version of this game with the class seated. Name three or four students and then call out one of the letter sounds or vocabulary items on the pieces of paper. The named students move to stand next to the correct word or letter. Repeat with other students until every student has had at least one turn and you have called out all the words or letter sounds.

Guess the picture

Slowly draw a picture of a vocabulary item, e.g. *board, book, chair, crayon, pencil* or *table* for classroom objects on the board or on a piece of paper. Pause for students to guess the word. Students could play in teams, with each group trying to guess first.

Guess the word

Put students into pairs and give them a set of cards so they have around six each. These can be copies of flash cards or other cards you may have used in previous lessons, like Domino cards. They should not show the cards to their partner. They should describe the word without saying it, so that their partner can guess what it is, e.g. *It flies in the sky, what is it?* and their partner should guess 'bird'. Continue for a few turns. They could also play this in small groups. Play for a few turns.

Hello!

Use this game to practice language. Ask students to sit in a circle. Say a student's name and roll a ball to that student. Help the student to say *Hello, I'm (name)*. Say *Hello, (name)* and encourage the class to join in. The student then rolls the ball to another student and the game continues in this way until all the class have taken part.

Listening dictation

This is a fun activity to practice students' listening comprehension skills. Hand a sheet of paper and a pencil and coloring pens/pencils to each student. Then say that you will read out a text describing a scene, and they should draw the scene. Read everything once so students can get a general idea of what needs to be included on the page and where. When describing the scene make sure you say what color each item is (if you want to include revision of colors) and you should give an indication of where everything is in relation to other elements. For example, this scene would work well:

In my picture there's a house in the middle; the house has a red door and some flowers in the front garden; next to the house there's a big tree. Under the tree there's a little girl. She is playing football with a little boy, etc.

When you have finished reading aloud, give students some time to finish off, then read the whole scene again for them to check all elements. Give them some time to finish off final drawing and coloring, then have students show and discuss their drawings with others. Circulate and give praise.

Look and draw

Get students into two teams. Divide the board in half with your pen and ask a volunteer to come forward from each team. You have two sets of the vocabulary to be revised as prepared cards with the words on, but it must be vocabulary that can be easily drawn, e.g. *toys, parts of the body, furniture*, etc.

Ask for one person from each team to come forward and give them a card and a board pen. They cannot reveal what's on their card to their team – they should draw the word's meaning on the board and their team should try to guess what the word is (this can be done by simply shouting out the word or raising their hands – whichever you think is best). The first team to guess correctly gets a point. The game then continues with new team members at the front.

N.B. Don't insist that every team member should come to the front as not everyone feels comfortable about drawing in front of others, but make sure that one team member (who might be particularly good at drawing!) doesn't dominate.

Matching cards

Use this game to practice and consolidate vocabulary or grammar. Take the flash cards or language point and make a copy of each item of vocabulary item (with a maximum of

around 12 items) or the beginning of a sentence (e.g. *I'm going*) from your class. On matching cards of the same size write either the word for the vocabulary item or the second part of the sentence (e.g. *to see my aunt on Saturday*).

Give out one set to each pair or group of three. Ask them to give the same number of cards to each student in the group. The cards in their hands should be faced down. The game then begins.

Each student takes turns to turn over 1 of their cards and put it in a pile in front of them. If any of the cards which are showing around the table, the first student to shout *Match!* and then say the word or the complete sentence takes all the two piles of cards which are matching. The game continues until all the cards are used and one person is declared the winner.

Memory game (1)

Use this game to practice vocabulary. You need a set of real items, e.g. *a doll, a teddy bear, a robot, a balloon, a car, a ball*. Place some of the items on a table and give the students a short time to look at them. Cover the items with a cloth, and ask the students to remember the items they saw.

Memory game (2)

Use this game to practice and consolidate vocabulary. Take the flash cards and make two copies of each item of vocabulary (with a maximum of around 12 items) from your class. There should be one set for use for every 2-3 students. Make sure that each card is exactly the same size and looks exactly the same when facing down as all the other cards – this is crucially important.

Give out one set to each pair or group of three. Ask them to place the cards face down on the desk or carpet in front of them, all spread out. The game then begins. The aim is to turn over cards and find matching pairs, so students must not move the cards around, just leave them where they turn them over (we remember position of things as well as the things themselves). Students continue, turning over cards and finding pairs. When they do find a pair, they should say the word and ensure that the other students can understand them. If this is the case they keep the pair of cards and have another go. The game continues until all the cards are used and one person is declared the winner.

Mime it

Use this game to practice vocabulary. Mime one of the vocabulary words for the class to guess, e.g. *robot*. The class says the word for your mime. You could invite a confident student to do a mime for you to guess. Students can also play in pairs.

Mingle

Use this game to practice language. Students stand up and walk around the room. When you clap, they stop and find a partner. They do a mini-dialog with their partner, for example: *Hello, what's your name? I'm (Sara)*. When you clap again, they walk around again until you signal that they should stop and do the dialog again with a new partner.

Missing sound

Use this game to practice letter sounds. Write a list of letter sounds on the board, e.g. *h/hello, b/book* and *r/robot*, and elicit the letter sounds: */h/, /b/* and */r/*. Point to each letter sound in turn and ask students to say the sound. Then ask students to close their eyes. Remove one letter sound and ask *What's the missing sound?* Students tell you the missing sound.

Move it

This is a form of Musical chairs.

Have the children sitting on chairs in a circle around you. If working with likes and dislikes say something like *Move if you like bananas*. Everyone who likes bananas needs to get up and move, but while they're moving you should take one chair out of the circle, so when they go to sit down, one person is unable to and is consequently out of the game. To stop that person feeling sad, bring them to the front to lead the next one, and whisper a facial feature for them to say e.g. *Move if you don't like football*. The game continues, with you removing a chair each time and the students scrambling to sit down. Make sure there are no students getting overly excited and being aggressive towards each other at this stage. Continue, giving instructions and removing chairs until just one student remains in the game. They are then declared the winner.

Pair work flash cards

Give out copies of the flash cards – one set for each group of three. Have students put the flash cards face down and take one by one – the student who takes the card should look at it and not show it to the others; they then describe it without saying what the word is – the others in the group have to guess, and the one who guesses correctly wins the card. They continue, with each student describing and the others guessing. The one with the most flash cards at the end is the winner.

Point to it

Use this game to practice vocabulary when you have real items, e.g. *food (or toy food), classroom items, parts of the body, clothes*. Choose one of the vocabulary items and say *Point to a (crayon)*. Students find and point to the item.

Games bank

Point to the picture

Use this game to practice vocabulary using pictures of items cut out of magazines, when real items are not available, e.g. *course characters, family members, animals, numbers*. Display the cut-out pictures. Say one for the words, e.g.: *daddy*. If students think they know which picture is *daddy*, they put up their hands. Choose a student to come to the board and point to the front of the classroom and point to the picture of *daddy*. That student says the next word and chooses the next student to come and point to it.

Alternatively, students could play this in pairs, using the Student's Book page.

Show me

Use this game to practice numbers. Make sure each student has some real items that they know the vocabulary for, e.g. *pencils, crayons and books*. They will need enough of each item to show the numbers you are practicing. Say the number, for example: *two*. Students select and show you the correct number of items. Alternatively, they could just show the correct number of fingers when you say the number. Play this first as a class and then in pairs.

Sorting

Use this game to practice sorting items into different categories, e.g. *healthy and unhealthy food*. Students play in groups. Use pictures you have brought in of healthy and unhealthy foods and some reusable adhesive. Draw two circles or sections on the board. Draw a symbol for each circle, e.g. *a green spoon or green tick at the top of one side, and a red spoon or red tick at the top of the other side*. Show one of the pictures to the first group and ask them to stick it in the correct area on the board. Show the next picture to the second group. Groups get a point for each correct answer.

Stand up if ...

Tell students to sit in their chairs but to pull them back a little from their desks. When you say a phrase that's true for them, they should stand up. If you are working with family vocabulary, say phrases like *'My family is big.'*, *'I have two brothers.'*, *'I don't have sisters.'*, *'I have three cousins.'* etc. You can recycle language from earlier in the book, e.g. *'I have black hair.'*, *'I have brown eyes.'* etc. As the game continues you could invite students, one by one, to come to the front of the class and say a phrase for the others to react to. Continue until the pace starts to drop.

Teacher says (1)

Use this game to practice vocabulary and language. Give instructions for the students to carry out with you. Say *Teacher says... touch your (nose)* and touch your own nose. The students touch their noses. Continue with *eye, hair, ear, mouth and hand*. Then say *Touch your (nose)*, without saying *Teacher says*, and

show students that you are not doing the action. Students only do the action if you say *Teacher says*.

Teacher says (2)

You can play an adaptation of the game. Say *Touch your nose* but touch your own ear. Students say *No!* and show the correct body part by touching their own nose and saying *Touch your nose*.

Tic Tac Toe

Draw a grid on the board, as per below:

1	2	3
4	5	6
7	8	9

Divide the class into two teams – the O team and the X team. Explain that the aim of each team is to achieve a line of their symbol going across the grid, which could be horizontally, vertically or diagonally. Tell them that when the game begins they need to choose which square, 1-9, they would like to focus on and say that you will be showing a flash card of a word from last class. If they say the word correctly then their symbol will

be written into the square, but if they get the word wrong then the opposing team will have a chance to say it. You may want to ask individual members of the team at each turn, or you may allow the team members to work together to decide on the word – it's up to you, however, if you decide on the latter it makes it less likely that mistakes will be made and the outcome becomes a bit more predictable. The game continues until one team wins by creating a line of their symbols on the grid. You may like to have another two games so the final result can be decided by 'best of three'.

Tutti Frutti

This is a simple general vocabulary revision game for the beginning of class, so acts as a warmer or energizer if you prefer to use it later in the class. Get the students into groups of four and ask one of them to be the secretary and write a grid, for example the below. Then say you will give a letter from the alphabet and they have to complete the columns with a word beginning with that letter.

Animal	House	Clothes	Human body
<i>snake</i>	<i>sofa</i>	<i>shirt</i>	<i>skeleton</i>

It may be tricky for students to come up with words for some letters, so choose your letters carefully beforehand and have some possible answers in place. It's also a good idea to allow students to consult dictionaries for the game – this helps them with their dictionary skills.

Remind them to whisper their answers to each other so that other groups can't hear them and copy their words.

As soon as one group has completed all the columns they should shout 'Stop!', then you can check their answers and give points accordingly. Continue with a few more letters, allotting points with the wins. At the end, declare one group the winner.

Tracing letters or numbers

Use this game to practice letter or number formation. Play in pairs. E.g. *One student traces a number from 1 to 5 on the back of the other student. The student says the number and then they swap roles.*

What's (Who's) missing?

Use this game to practice vocabulary. Display a set of pictures cut out of a magazine, e.g. *camel, elephant, giraffe, lion, monkey, snake*. Revise the vocabulary. Ask the students to shut their eyes, and remove one picture. Ask *What's (Who's) missing?* Confirm the answer by showing them the picture.

What's this?

Use this game to practice vocabulary. You need a set of real items or pictures of items, e.g. *board, book, chair, crayon, pencil and table*. Demonstrate with a confident student. Show the student an item, e.g. *a book*, and ask *What's this?* Help the student to reply *It's a (book)*. Ask the class *Is it a (book)?* The rest of the group says *Yes. It's a (book)*. Swap roles, encouraging the student to hold the item and to ask you *What's this?* This time say the wrong item *It's a (board)*. Encourage the student to ask the class *Is it a (board)?* The rest of the class replies *No! It's a (book)*. Students can also play in groups.

Word snakes

This is a fun consolidation of general vocabulary at the beginning of class or as an energizer during class. You start off two wordsnakes by just writing one simple word – one on the left hand side of the board and one on the right. The students line up at the side of the board to write up more words. They should simply write a word beginning with the end letter in the first word, e.g. if you write up 'cat' they can continue with 'tree' or 'the' so that the wordsnake looks like this: *cattree*, then the next person has to write in a word beginning with *e*, etc. The students carry on, writing up words, then going back to the end of the line, etc. Continue until you feel the pace starts to drop, then ask students to sit down. Look at the wordsnakes as a class and read what you can all see. Give praise and quickly correct any spellings without drawing attention to who wrote the words.

Word whispers

Use this game to practice vocabulary. You need a pictures of vocabulary items or words or letter sounds written on pieces of paper. Students sit or stand in a line or circle. Show the first student in the line one of the words, letter sounds or pictures, e.g. *doll*, without letting the rest of the group see. The first student whispers *doll* to the student next to them, who whispers the word they have heard to the student next to them, until the word reaches the student at the end of the line or circle. He or she says the word. Students look at the pictures, words or letter sounds and see if this matches the word. If it matches, they all say the word. Students can also play this game in small groups.

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